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ABSTRACT

"Communique" is the "official newsletter of the National Association of School Psychologists" (NASP). This "Special Edition" of "Communique" is a compilation of twelve previously-published articles/pieces all of which touch on the theme of "School Safety." Articles in this issue include (1) "Creating Systemic Change: A Psychologist and Principal Co-Lead Student Councils" (N. Engel); (2) "Innovative Practice: University of South Florida Receives Grant for 'Stop and Think Community Partnership'" (H. Knoff); (3) "A School-Wide Social Skills Program: Parent Training" (C.C. Dee, S.M. Sheridan, R.N. Jones); (4) "Innovative Practice: Promoting 'Fair Play' in Schools" (F.L Wilczenski, R. Steegmann, M. Braun, F. Feeley, J. Griffin, T. Horowitz, S. Olson); (5) "Competent Kids in Safe Schools" (K.T. Carey); (6) "Thomas Hehir and Federal Panelists Stress Need for School Psychology Services" (K. Dwyer); (7) "Providing Preventive Services to Students at Risk: A School-Wide Social Skills Program. LUIGI, A Structured Recess Program" (R.N. Jones, B.T. Wilson, W.R. Binns, S.J. Wasden); (8) "Peer Tutoring Procedures for Use in General Education Classrooms" (G.J. DuPaul); (9) "A School-Wide Social Skills Program: Observation Procedures, Behavior Definitions, and Training Components" (B.T. Wilson, R.N. Jones); (10) "Defusing Disruptions: A Crisis Intervention Method" (N. Schandler); (11) "Technical Assistance Team" (L. York); (12) "Classroom Behavior Management" (B. Dheere). Contact information for the National Emergency Assistance Teams is provided. Position statements on "Employing School Psychologists for Comprehensive Service Delivery," and "School Violence" are included. The "Resolution on Children and Violence in Media and Toys" and the "Resolution on Children, Guns and Other Weapons" of NASP are stated. (EMK)

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NASP

Communiqué

National Association of School Psychologists — Fall 1996 Special Edition

SPECIAL EDITION: Teachers and Administrators

School safety is a national priority as well as a priority for every parent, teacher and student. Safety requires prevention and social learning. School psychologists are the school experts in behavior, classroom management, school climate and developmental responsibility. Working with schools, families and communities, school psychologists prevent violence. In a disciplined, positive school climate teachers have more time to teach, children are more ready to learn, parents will feel more secure and administrators will spend less time with discipline referrals. Research tells us that children who learn to "stop-and-think" are more responsible and learn more.

In the book, *School Psychologists: Helping Educate All Children* (available from NASP), there are 38 examples from numerous states of school psychologists' programs that help keep schools safe. Many of these programs are described in this issue. We hope schools and parents will find these suggestions effective for your community. ♦

For more information about NASP, see the back page.

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Expanding Roles

Creating Systemic Change: A Psychologist and Principal Co-lead Student Councils

by Ned Engel, NCSP

Working together, psychologists and administrators can create systemic change. Co-leading student councils with a principal is a way for psychologists to expand their service to mainstream students and enhance the school environment.

Zins, Conyne, and Ponti (1988) have stated that both people and systems can be empowered. Rappaport (1981) advocated adults working *with* students instead of *for* them, by giving children the opportunity to serve themselves rather than robbing them of power. Conyne, Zins, and Vedder-Dubocq (1988) advocated enabling children to take appropriate control of their lives and teaching them how to assert their rights.

For the past six years, this school psychologist and several elementary school principals have co-led a student council. The inspiration for this idea came from a visit to a model student governance program in Tappan, New York. Our student council is a forum to discuss issues and ideas to improve the school and to help maintain an environment where fairness exists. The council delegates do their best to represent their classmates by talking about the needs of the school, thinking up new ideas and trying them out. By having the "ear" of the principal and working together, students are given a voice in school decisions. Many potential problems are avoided because students work directly with the principal and school psychologist

Continued on page 2

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■ Systemic Change... *from page 1*

to come up with solutions. The councils provide a wonderful chance to make our school a better place for everyone.

Sharing Group Leadership

Co-leading groups provides a unique opportunity for the psychologist and his colleagues to see what the other does first hand. I have continued this program with 5 principals, each of whom had a different style of interacting with children ranging from very formal and serious to lighthearted and funny. I have found myself becoming more relaxed and adaptable. When I questioned my current principal about the value of sharing group leadership, he said, "Sitting back and shutting up is the hardest part. I find it stimulating and interesting, we play off of each other - great interaction - having two people running a group is very beneficial, one of the better things that is going on at our school. I enjoy student interaction, their level of interest, their involvement, creative thought processes, level of responsibility and dedication to the program. It is a commitment to people and a specific time. It is sharing responsibility. You are giving children a voice." The principal realizes the importance of someone who is not heavily into, "I'm the adult, you're the kid!"

As a school psychologist I utilize family systems theories to conceptualize students' needs, problems and interventions. The council delegates are adopting this ecological perspective. Because of my expertise in group dynamics and counseling, I model listening and responding skills and demonstrate to the principal how it is important to relinquish some control of the group so that kids can come up with their own creative solutions. Thus, the principal isn't solely seen as a disciplinarian; this facilitates student participation.

Procedures

We have two student councils — one for grades 3 and 4, the other for grades 5 and 6. Three representatives from each class attend monthly meetings. Two delegates are elected by students and one rotating member is selected by the teacher. Before the elections are held, students discuss what qualities are necessary to be a good representative. In one 4th grade class the following qualities were listed: positive attitude, willing to speak out, willing to listen, good judgment, fair, open to other's ideas, note-taker, patient, mature, good sport, ability to concentrate, honest, trustworthy, confident, dedicated, question-asker, prepared.

This year the delegates provided input into the selection of new playground structures, discussed bus rules and schoolyard behavior, obtained new refrigerated water fountains, got a juice machine for the cafeteria and started to monitor recycling in the lunchroom. They addressed the topics of noise in the hallways, bathroom cleanliness, playground behavior and lunchroom neatness.

When the delegates present council topics in the classrooms, the rest of the school is drawn into discussions about fairness. These councils give children a unique opportunity to be heard. It is a chance for the students to tell the adults in charge what they think and also to have the satisfaction of knowing they can be part of the solutions. There are plenty of times kids are aware of problems before adults are. The delegates come to the meetings prepared to share their classmates' concerns. In addition to their notebooks, they often bring class discussion charts which they share with the whole group. Delegates are always asked for their suggestions in dealing with problems. For each meeting we follow general listening guidelines and assist students in defining their concerns and generating solutions. The group is asked to report back to their classrooms.

In our school, the five fourth grade classes publish a monthly newsletter in which a delegate wrote, "At the student council meeting in September, we discussed the length of the hot lunch line. Many students feel that it is way too long. Some people just start to eat their lunch when lunch period is over. When the food is popular the line is even longer. The most popular lunch is chicken nuggets. In student council we are trying to fix the problem by getting another lunch line. We also discussed making a new 'Rights and Responsibilities of Todd Students' sheet. It is going to be better than the old one because it is going to be made by kids, *not* adults!"

One of the great achievements of the student council has been creating a new students' handbook. After the group decided they wanted all new students to feel welcome and learn what other kids liked about the school, they wrote and illustrated this manual. Another major accomplishment of the student council was helping to implement the rule, "You can't say, you can't play," which started with the kindergarten last year and this year is in place for the first grade, too. The rule encourages kids to include others in their play, rather than excluding them.

This spring, the student council held a constitutional convention off-campus in the neighborhood Parks and Recreation center. The delegates were joined by teachers and parents. They shared their vision of what life could be like at school and started to rewrite sections of the school rules.

Student Reaction

Last year's student council members felt that the meetings were successful because they could discuss what concerned kids. They knew that they had made real improvements in the school climate. They enjoyed not only talking about problems but generating solutions. Most important of all, they realized what they say

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The National Association of School Psychologists publishes a catalog of books and pamphlets that may be of interest to school administrators, teachers and other education professionals. Some are published by NASP, others were carefully selected from offerings by other publishers for their quality and timeliness. Topics include social skills training, ADHD, school-to-work transition and more.

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■ Systemic Change... *from page 2*

is valued! It has also increased my accessibility and I am becoming better known to students. The amount of self-referrals by members of the student councils and their friends has dramatically increased (a mixed blessing). Students often linger after a council meeting; they are comfortable being seen talking to the "shrink."

Staff Reaction

Teachers who initially expressed some hesitancy about the usefulness of this project have commented that student delegates make excellent presentations back in the classroom. The teachers feel their students are learning useful public speaking skills. After each meeting I type up minutes of the discussion which are given to the entire staff and prominently posted in each classroom. Once the head custodian, wearing his reading glasses with the minutes in hand, mused over whether the kids' new idea about lunchroom cleanliness would work. Teachers are proud of their students contributions. Even teachers of the younger grades whose children aren't directly involved read the minutes and invite older students to come to their classes to find out their opinions. Of course, the delegates love these opportunities.

Once we developed a forum in which students could work effectively with staff, the principal and I created a student mediation program. Our elementary school student mediators resolve peer conflicts and kids view this as a fair process. Both of these projects helped to reaffirm the importance of the psychologist in enhancing the global school environment. The school now has two structures (systemic interventions) to give children a voice and show they count. Recently, several parents approached me to assist them and a group of teachers in choosing a human relations curriculum for the school.

Summary

Sharing group leadership with a fellow professional is a positive learning experience. You are working together to help kids and have a way of continually processing what happens within your sessions. Most of all, in this era of shrinking budgets, our survival as a profession hinges on a broader role where we act as agents of change by demonstrating our knowledge of human development and mental health. ♦

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Communiqué

THIS PUBLICATION has been compiled from articles that previously ran in the *Communiqué*, the official newspaper of the National Association of School Psychologists.

The content of this document reflects the position and ideas of the authors and does not necessarily represent the position or ideas of the National Association of School Psychologists.

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Innovative Practice

University of South Florida Receives Grant for 'Stop and Think Community Partnership'

by Howard M. Knoff, NCSP

On January 1, 1996, the University of South Florida's School Psychology Program, and its related Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy, received one of five $100,000 Metropolitan Life Foundation grants in its *Positive Choices/Youth Anti-Violence* national initiative. This grant will fund the "Stop and Think Community Partnership" — an extension of the School Psychology Program's successful social skills and anti-violence program that has been implemented in over 250 schools across the country. Focused on Cleveland Elementary School and Foster Elementary School, two Title 1 schools in Hillsborough County (12th largest school district in the nation), the social skills program will be extended into the surrounding homes and neighborhoods with a primary goal of making the community safer by teaching parents and others to reinforce students' cooperation, problem-solving and anti-violence skills on the streets.

Tampa is a city with significant youth violence problems. During 1992-1993, the city processed 12,540 delinquency cases, or 6% of the total population under age 18 (54% Caucasian, 46% African American), with 2,271 involving juvenile detentions and 1,235 individuals being transferred to adult court. In addition, there were 46 child deaths and 36 violent teen deaths (6.5 per 10,000), 6,005 runaways and 7,862 new referrals of child abuse, neglect or threatened harm. Critically, while these problems co-exist with a number of demographic conditions (e.g., poverty, high rates of divorce, poor parental supervision), they also occur because (a) children and youth have not learned the prosocial, anger control and violence prevention skills to discourage or defuse (potentially) violent situations; (b) parents do not reinforce anti-violence messages and prosocial skill development at home or in support of the schools; (c) schools and neighborhoods do not provide proactive, safety-oriented environments and incentives; and (d) communities do not create home-school-law enforcement-business partnerships such that consistent, anti-violence support networks are coordinated and active.

To address these needs, Tampa (and communities like Tampa) need: (a) empirically-proven prosocial and anti-violence programs that teach specific skills and behaviors to children and youth; (b) processes whereby parents are taught how to consistently reinforce these skills; (c) support networks that reinforce parents in using social skills processes while empowering neighborhoods to band together to prevent and/or decrease violence and crime; and (d) the integration of neighborhoods, community agencies and businesses to forge anti-violence "triangles" that coordinate special anti-violence programs and evaluate the impact of these important initiatives.

The Stop and Think Community Partnership

The Cleveland Elementary and Foster Elementary schools serve approximately 1,750 kindergarten through fifth grade students who are at-risk or directly impacted by the violence surrounding their schools and neighborhoods. Through the grant partnership, the following is planned:

1. To teach every child in the two target schools prosocial, anger control and anti-violence skills using classroom teachers and staff who themselves will be trained in this skill-based process;
2. To organize and coordinate school-based Discipline and Anti-Violence Committees to develop and implement ongoing activities that provide a comprehensive, "full-service" approach to this issue;

Video Review

Opening Doors/ Abriendo Puertas

Reviewed by Devin Hazenson

Opening Doors/Abriendo Puertas, a 29-minute instructional video in Spanish with English subtitles, is described by its developer, Dr. Maria Laura Ortner, as "an overview of the special education system, its terminology and parents' legal rights...to improve communication and specifically to encourage parent involvement." Specific features of the videotape that may be helpful to Spanish-speaking parents include:

- specific emphasis on the importance of parent involvement, including fathers, in school communication;
- an interview with parents of special education students that offers an opportunity to reflect on similar feelings, and to benefit from the experiences of other Latino parents;
- clear statements of parent rights, of which many Latino parents often may not be aware or completely informed;
- encouragement of Spanish-speaking parents to ask questions and make sure they understand terms used by school professionals with whom they meet.

This is a culturally sensitive presentation, and it includes valuable comparisons of U.S. schools with Latin American schools. While the presenter's Spanish appears to be different from that of Mexican speakers, she talks slowly and clearly so the message is easy to understand. This video can be a genuine resource to inform and more fully engage Spanish-speaking parents in special education evaluations and service planning.

Opening Doors/Abriendo Puertas is available directly from Dr. Maria Laura Ortner for $39.95 plus $3.50 shipping and handling, at PO Box 600, Brookfield CT 06804. ♦

Devin Hazenson is a school psychologist for the Minneapolis Public Schools, where he is assigned to the Emerson School Spanish Immersion Program and district LEP team. Thanks to the Emerson staff and parents who helped preview this video!

3. To provide videotape and follow-up instruction to all parents in the skills identified such that they can reinforce the schools' instruction and provide consistent reinforcement as to non-violent expectations; and
4. To organize and coordinate a community-based Anti-Violence Advisory Board for each school to analyze and address the youth-specific violence problems using a "Stop & Think" Neighborhood Program that is connected to the police department's "Neighborhood Watch" and other community/social service agency programs as the primary implementation vehicles.

Significantly, the entire training process will use a multimedia training package focusing on the students, the trainers, the parents, the neighborhoods, the business and agency partners, and the mass media — the latter for public relations and promotion. Additionally, given the community- and school-based nature of this initiative, a major lasting goal of this project will be the creation of an infrastructure of people, skill, enthusiasm and self-renewal such that the program becomes an integral part of the community when Foundation support concludes.

Program Component: Teaching Students Prosocial Skills. Recognizing that violence is a learned behavior and that the strongest predictor of a child's future violence is his/her past violence, the need to *teach* students prosocial and anger control skills *as early as possible*, to replace aggressive behavior with more appropriate behavior, to prevent violence choices, and to inoculate students from the many violent models (e.g., from TV) in our society is critical. The foundation of the social skills and anti-violence program is two empirically-proven approaches, adapted from Dr. Arnold Goldstein (Syracuse University), that have continually demonstrated excellent success in the schools: the *Skillstreaming Social Skills Program* and the *Aggression Replacement Training Program*. These two approaches teach students, from the preschool level through high school, the prosocial behaviors that help them to "make appropriate choices and take responsibility for their behavior" when faced with potential conflict and violence situations. More specifically, the Skillstreaming approach involves over 60 specific behaviors including: Dealing with Fear, Using Self-Control, Saying No, Dealing with Group Pressure, Avoiding Trouble, Staying Out of Fights, Responding to Failure, Dealing with Accusations and Negotiation. Skillstreaming uses a social learning theory approach that teaches skills to students through a guided sequence of Modeling, Role-playing, Performance Feedback and Transfer of Training steps. The Aggression Replacement Program teaches students to understand the situations that make them angry, recognize their physical reactions to that anger and decrease their emotional responses while calling on their social skills to make a "good" choice. Functionally, both approaches use a five-step process where students: (a) Stop and Think, (b) Make a Good Choice, (c) Consider "What are my Choices or Problem-solving Steps?" (d) Just Do It! and (e) Reinforce Themselves for "A Good Job!"

Program Component: Helping Parents and Others Reinforce Prosocial Skills. Using the content of the Skillstreaming and Anger Replacement programs, the foundation of this part of the project is a video package using a "prime time television" format, a Parents' Guide which summarizes the skill content, an Activities Book with a number of fun reinforcement activities and a number of "Stop & Think" stickers and behavior charts. Parents and parent educators across the involved communities will be trained in social skills and anger control processes using these materials, and they will receive ongoing support such that they can functionally use and adapt the skills addressed. This support will come from the parent-teachers associations, the media (through, for example, Public Service Announcements), business partnerships in the communities targeted and direct linkages with school and after-school programs. The program also will be linked to existing Neighborhood Watch Program areas to reinforce the parents' use of the social skills process and to empower the neighborhoods to band together to prevent and/or decrease violence and crime.

Desired Outcomes

Given the focus of this grant, the following outcomes are expected:

1. To decrease the number of disciplinary problems referred to each school's principal, the number of student suspensions and expulsions, and the incidents of school/campus violence;
2. To increase the number of prosocial choices by students in the school and community and to improve student, faculty and parents' ratings of school/campus climate and safety;
3. To have every parent in the two participating schools trained and involved in the prosocial skills and anger control process;
4. To coordinate each community such that the schools, families, established community groups, social service and law enforcement agencies, businesses and media are all working together as partners toward violence reduction and prevention;
5. To organize as many Stop & Think Neighborhoods as possible to extend the prosocial skills message directly into the community; and
6. To significantly decrease the number of delinquency cases, juvenile arrests and detentions, youth transferred to adult court, violent teen deaths, runaways, new referrals of child abuse, neglect or threatened harm, and overall child deaths in the participating areas over a three-year period of time.

To conclude, we need to look at where our children are coming from — their homes, their families and their communities — and understand that they are not coming to school prepared with the social and other skills needed to help them to succeed. To be successful, our children need a coordinated, comprehensive educational and service delivery effort from us. Our children and youth need to learn the prosocial, anger control and violence prevention skills to discourage or defuse (potentially) violent situations; our parents must reinforce anti-violence and prosocial skill messages at home; and our schools and neighborhoods must provide proactive, safety-oriented environments, incentives and coordination such that consistent anti-violence support networks are active.

It said that "It takes a whole village to raise a child." It also "takes a whole child to raise a village." We need to help our children to be "whole" children — to be able to resist violence and grow up in a non-violent community. This is exactly what we expect to accomplish with the Stop and Think Community Partnership over the next two years. ♦

Howard M. Knoff, Ph.D., NCSP, is a past President of NASP, current Director of the University of South Florida's School Psychology Program, and a frequent organizational consultant and workshop provider to school districts across the country.

A School-Wide Social Skills Program: Parent Training

by Candace Cartwright Dee,
Susan M. Sheridan and Robert N. Jones

The Midvale Social Skills project, affectionately known as "The M.A.R.I.O. Program," began as a school-wide social skills intervention for students considered at-risk due to family demographics and deficient social problem-solving abilities. Interventions included (a) classroom instruction and practice for all students; (b) a school-wide reinforcement system (My Actions aRe In Order – M.A.R.I.O.) to encourage the use of social skills in all aspects of school life; (c) a structured recess program (Learning and Understanding Important Getting-along Ideas — L.U.I.G.I.) to provide a framework for the practice of social problem-solving; and (d) a problem-solving diversion class (PSDC) for students who demonstrated antisocial behaviors during recess or were unsuccessful in their attempts to use social problem-solving skills.

Although the majority of students obtained positive effects from the school-wide social skills intervention package, there were several students who were repeatedly referred to the diversion class for arguing, fighting and failure to comply with school rules. Because these students failed to generalize skills learned through various social skills interventions and support programs, a combined small group parent training treatment approach was initiated. This intensive combined approach is the subject of this last article on the Midvale project.

The parents of students with more than two referrals to the problem-solving diversion class were invited to attend an eight-week parent training class. The parents were asked to bring their child with them to the class sessions. Four school psychologists from the local school district, including the Midvale Elementary school psychologist, were recruited by the project directors to participate in this parent training. Two were assigned to the parent group and two to the student group. The 90-minute sessions were held one evening per week for eight weeks at the school.

Each week the session began as a combined parent and student group. Homework successes, failures and attempts were discussed by both parents and students and the evening's format was presented. Parents were encouraged to provide feedback on their progress as well as on the progress of their children. Students were encouraged to provide feedback on their own progress and the progress of their parents. When everyone had an opportunity to share, the parents were excused to proceed to a separate room.

Parent training involved two types of skills, social facilitation skills and behavioral parenting skills. The social facilitation skills were selected by the school psychologists to compliment the social problem-solving skills taught to the children in the school-wide program. The facilitation skills included reinforcement, debriefing, problem-solving, goal setting and transferring. (See "Social Facilitation Skills" below.) The skills were taken from a parent training manual (Sheridan & Dee, 1993) entitled, *Helping Parents Help Kids: A Manual for Helping Parents Deal with Children's Social Difficulties*.

The behavioral parenting skills were solicited from the parents in a needs assessment discussion on the first night of the group. Parents requested information about establishing household rules and consequences time-out procedures, chores, compliance, and talking back. The school psychologists conducting the parent training sessions translated these identified needs into discussions of: (1) establishing rules, consequences, and reinforcement; (2) time-out procedures; (3) precision commands; and (4) tracking systems. These skills were adapted from various sources including *SOS! Help for Parents* (Clark, 1985) and *What, Me Worry? Practical Solutions to Everyday Parenting Problems* (Jenson, Rhode, & Reavis, in press). A description of some of these skills is provided at the end of this article. A schedule of topics was established with one social facilitation skill and one behavioral parent skill presented every one to two weeks.

The parent-only group began each week with feedback and discussion on issues presented during the homework review with the students. The social facilitation skill was presented next. A rationale for each social facilitation skill was provided as an introduction to the skill. The skill steps were reviewed and modeled either by the school psychologists or via a prepared video. The parents were then asked, on a volunteer basis, to practice the skill with one of the school psychologists. One school psychologist took the role of the child while the other school psychologist provided cues and feedback for the parent. After practicing with the school psychologist, parents were asked to practice with each other. The school psychologists provided feedback and reinforcement for the parents during the practice part of the session. A 5-10 minute break usually followed the practice session.

After the break, the behavioral parenting skill selected for the week was presented and discussed. The skill was introduced by asking parents to discuss difficult parenting situations relevant to the skill. The school psychologists presented the behavioral technique as a possible solution to the scenario described by the parent. Again, after watching the school psychologists model the technique, parents were asked to role play, with each other, a situation using the behavioral technique.

At the end of each parent-only session, parents were given several homework assignments. They were provided with reading material (Sheridan & Dee, 1993) on the next week's social facilitation skill. In addition, they were asked to practice the present skill at home with their child at least two times and prepare to discuss their attempts in class the following week. Finally, parents were asked to practice or initiate the behavioral parenting skill of the week. This included activities such as setting up a reinforcement system at home, establishing 4-5 family rules with positive and negative consequences, establishing family meetings, and other skills.

Before concluding, the school psychologists reviewed with the parents the skill that had been presented to the students in their session. Parents were asked to use their facilitation skills to encourage their child to use the social skill they learned in appropriate activities throughout the week.

Parents and children were reunited during the final fifteen minutes of each session with the purpose of practicing together the skills parents and children had just learned. The school psychologists presented the guidelines for the final parent-child interaction of the evening. The activity varied, depending on the skills each

group had learned during the session. Sometimes students were asked to use a skill they had learned to approach their parent on a sensitive subject. Parents practiced the skills they had learned to respond to the student. For example, students were given the task of approaching their parents about an increase in allowance. They followed the steps of picking the best time, asking if this was a good time, providing a rationale, and making the request. Parents were encouraged to use debriefing and problem-solving steps to respond to and negotiate the allowance.

Other times, the parents were the initiators of the interaction and the students were expected to respond using their learned skills. In this example, a parent might use the skill of debriefing to ask the child about a social event in which the child had been involved. The students were encouraged to use Body Basics (proper eye contact, voice tone, body posture, etc.) to discuss the situation with their parent. The school psychologists circled the room providing feedback and reinforcement to the dyads. Parent and child homework was reviewed one last time and rewards offered for all participants before the group adjourned for the week.

Throughout this intervention, the school psychologists attempted to model the skills they were teaching to parents and students in the group sessions. A reinforcement system for both parents and students was established to model and teach a home reinforcement system. Joint parent and student group rules were established during the first session, including taking turns talking, arriving on time, respecting other people's comments, and completing homework. Parents and students were given special issue (a unique color) L.U.I.G.I. tickets for compliance with all these rules and for participation in group activities and discussions. At the end of each session, the tickets were pooled into a parent envelope and a student envelope. Two or three names were pulled from the student envelope each week. Students with winning tickets picked from a variety of toy-type prizes. Two or three tickets were also pulled from the parent envelope and parents were awarded a variety of prizes including parenting books, dinner coupons, and movie tickets. Many of these prizes were selected to encourage family activities where social skills were required.

In addition to modeling the reinforcement program, any problems that were presented in the course of the group discussion were resolved through debriefing and problem-solving using the parents' own alternative choices. For example, a parent expressed frustration with his child's use of foul and abusive language. The school psychologist led the parent group through a process of debriefing. All parents contributed to the discussion, sharing their feelings about this behavior in their own children. Debriefing led to a problem-solving dialogue which included (a) suggestions for alternative ways to approach the problem; (b) a discussion of consequences for each alternative choice; and, (c) a hearty discussion regarding which was the "best" solution. The rationale for guiding parents through this process is the hope that they will gain an understanding of what their children experience when the parents are using the debriefing, problem-solving, and goal setting process with them.

Enrollment in the small group-parent training intervention was initially by invitation only (those students with more than two referrals to the problem-solving diversion class). We later opened the class to others, but only referred families attended. Ten families attended the initial session. Eight families attended 80% of the sessions with no session having less than 5 families present. One dedicated student and regular attender came to class and participated two evenings even though his mother was unable to attend. Enrollment/invitation criteria could be altered to meet the needs of individual programs.

The social facilitation skills (Sheridan & Dee, 1993) presented in this parent training intervention have been successful in other schools, with other samples, and in alternative formats. The skills appear to promote the effectiveness of parents as change agents for their child's social skills. Adaptations to the original Sheridan and Dee model were made in this intervention to accommodate the parents' additional need for behavioral parenting techniques and to correspond to the needs of the Midvale Social Skills Program.

This article concludes a five-part *Communiqué* series on implementing a school-wide social skills program to teach prosocial skills and decrease antisocial and potential gang-related behaviors. In this series we attempted to illustrate the array and complexity of activities in which school psychologists are involved when providing services to students and parents, and their role in designing school-wide skill-training and discipline programs. Throughout this series, we outlined practical program tips, demonstrated how school psychologists can provide important support and leadership to school-wide discipline and prevention activities, and described how they can gather data to evaluate and improve programs and disseminate their results so others may use the programs more efficiently and effectively. This series presented a model of intervention which is effective, cost-efficient, responsive to school needs, and addresses needs in both the school and home environments. ♦

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A SCHOOL–WIDE SOCIAL SKILLS PROGRAM

Social Facilitation Skills*

Reinforcement

Reinforcement is a technique that can be used by parents to increase certain behaviors of their child. Reinforcement strengthens the desired behavior of the child by assuring that the behavior results in consequences that the child enjoys. The steps for developing a reinforcement program are outlined below.

1. Select one specific behavior that you would like the child to increase.
2. Determine how often the behavior is occurring.
3. Decide how often you would like the behavior to occur.
4. Determine the details for reinforcement (What, When, How).
5. Keep track of the behavior.
6. Evaluate the effectiveness of the program.

Debriefing

Debriefing is a method of interacting and conversing with your child in a supportive and non–threatening manner. The goals of debriefing are to (a) learn about a child's social experiences; (b) help a child explore his/her feelings and actions; (c) set the stage for problem–solving and goal setting. The steps for debriefing are outlined below.

1. Provide an opportunity for the child to talk.
2. Keep the child talking by using supportive listening.
3. Acknowledge feelings and actions.
4. End debriefing.

Problem–Solving

Problem-solving is a child–focused process wherein children learn how to identify a specific problem, generate and evaluate alternative solutions, and begin taking steps to resolve the problem. The goal of problem-solving is to help a child learn and use specific steps for dealing with a problem on his/her own. The steps for problem-solving are outlined below.

1. Identify the problem.
2. Think about the choices.
3. Consider the consequences of each choice.
4. Decide on the best choice.
5. Check back/evaluate the outcome.

Goal Setting

Goal setting is a strategy that children can use to gain control over their relationships with friends. Goal setting is intended to help children set daily goals for their social behavior, to evaluate their progress towards those goals, and to follow-up with revised goals as necessary. The steps for goal setting are outlined below.

1. Make sure child is ready to set a goal. This is done by first debriefing the situation.
2. Help the child identify the problem, explore possible solutions, and choose the best one by following the problem-solving steps.
3. Ask the child to state the goal using an "I" statement.
4. Make sure the goal is **specific, manageable**, and **positive**.
5. Write down the goal.
6. Decide on how to measure completion of the goal. This should include a time frame for completion and the number of times a behavior must occur.

* These skills were taken from a parent training manual (Sheridan & Dee, 1993) entitled *Helping parents help kids: A manual for helping parents deal with children's social difficulties*.

Behavioral Parent Training Skills*

Home Program

Each week, parents were asked to set up a reinforcement program with their child using the Home Program Form. Instructions were provided on how to (a) use the form; (b) define the behavior to increase; and (c) provide reinforcement and consequences.

HOME PROGRAM

1. The behavior to increase is: _____

   _____

2. About how often does the behavior occur now? _____

   _____

   (Examples: 3 times a day, 6 times a week, 4 times during dinner or church or school)

3. How often do you want the behavior to occur? _____

   _____

   (Examples: once a day, everyday during lunch recess, 3 times a week)

4. The details of the program include: _____

   _____

   What will be earned: _____

   _____

   (Examples: sleep–over, make cookies, stickers, ice cream cone)

   When it will be earned: _____

   _____

   (Examples: after every occurrence, at the end of the day, three consecutive times)

5. How will we keep track of the behavior? _____

   _____

   (Examples: tally, stickers on chart)

_____

PARENT SIGNATURE CHILD SIGNATURE

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_____

DATE DATE

*These skills were taken from a parent training manual (Sheridan & Dee, 1993) entitled *Helping parents help kids: A manual for helping parents deal with children's social difficulties.*

A SCHOOL-WIDE SOCIAL SKILLS PROGRAM

How to Deliver a Verbal Reinforcer
(Jenson, 1991)*

There are five guidelines for delivering a verbal reinforcer after the desired behavior occurs.

1. Immediately – Reinforce the behavior **immediately** after it occurs. Delays in delivering the reinforcer weaken the effect of the reinforcer and may reinforce the wrong behavior.

   Example: You overhear a heated argument in your family room between your child and her friend. The argument is over what the two should play. Your child compromises by agreeing to play the friend's game first and her own game later. You immediately comment to both children. "Wow, I really like the way you two worked out the problem of what to play first. You are true friends!"

2. Frequently – Reinforce the desired behavior **every time** you see it occur. If it is a new behavior that the child is learning, reinforcing it every time it occurs is extremely important.

3. Enthusiastic – Deliver the reinforcer with **enthusiasm**. Voice tone that is sincere and enthusiastic will increase the effectiveness of the reinforcer. Forgetting this guideline can make the reinforcer dull and meaningless.

   Example: "Erin, you did a fantastic job ignoring your brother when he was teasing you" rather than "Good girl, Erin."

4. Eye Contact – Maintaining **eye contact** with the child while the reinforcer is being delivered increases the sincerity of the reinforcer. It shows the child that you really mean what you are saying.

5. Describe – Describe the desired behavior **clearly**. Let the child know exactly what it was he did that you liked.

   Example: The comment, "You did a great job asking Jane to play with you," tells the child more clearly what you liked than the generic statement "Great job!"

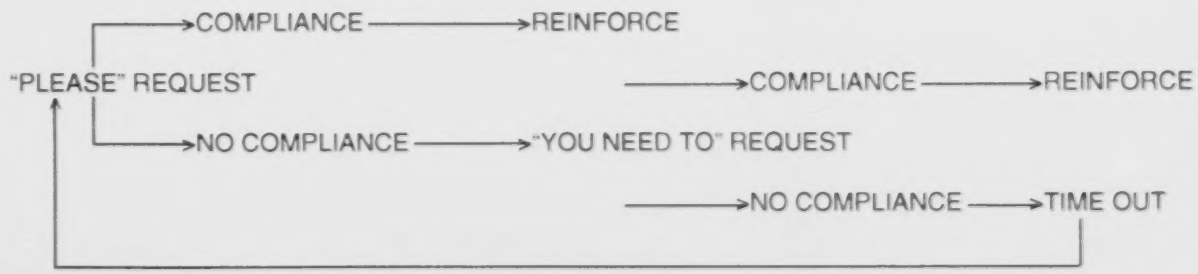
An easy way to remember these guidelines is to call them the **I-FEED** rules. I-FEED stands for the first letter of each guideline: **I** for immediately, **F** for frequently, **E** for enthusiastically, **E** for eye contact, and **D** for describing the behavior clearly. ♦

* Jenson, W.R. (1991). *Parent training*. Unpublished manuscript, University of Utah, Salt Lake City, Utah.

A SCHOOL-WIDE SOCIAL SKILLS PROGRAM

Precision Commands
(Jenson, Rhode, & Reavis, in press)*

FIRST REQUEST: "Adam, come here please."
SECOND REQUEST: "Adam, **YOU NEED TO** come here."



Time Out Procedure

Once the "YOU NEED TO" cue has been given, wait 5 seconds. If child is still non-compliant, begin time out procedure.

1. State the behavior clearly. "That's not following directions."
2. Instruct the child to move to the predetermined time out place (bathroom, chair, bedroom).
3. Set the timer. (One minute per age up to 10 minutes)
4. Avoid eye contact and any social interaction.
5. Be sure the child is sitting quietly the last 15 seconds of the time out. If not, continue time out until 15 second quiet time is achieved.
6. After the time out period, reissue the "Please" request again.

* Jenson, W.R., Rhode, G., and Reavis, H.K. (in press). *What, me worry? Practical solutions to everday parenting problems*. Longmont, CO: Sopris West.

Innovative Practice

Promoting 'Fair Play' in Schools

by Felicia L. Wilczenski, Ruth Steegmann, Michelle Braun, Francis Feeley, Jennifer Griffin, Thomas Horowitz and Suzanne Olson

Bullying happens all the time
In class, at home, or in the lunch line
Bullies punch, kick, threaten, and steal
Then I don't have money for my lunch meal
They try to be cool by making others hurt
And that makes you feel like dirt
I don't know how they can stand to do such
If I tried bullying, I'd feel bad too much

— Tracy, Amy & Phil, Grade 5
FAIR PLAY Program Participants

Opinions about acceptable levels of aggression in children have fluctuated through-out this century. Aggression and conflict have been tolerated as well as encouraged to some degree. The prevailing wisdom has been that adults should not intervene in conflictual situations between children to avoid drawing attention to the conflict and to give children an opportunity to develop social problem solving skills on their own. An underlying assumption is that children in conflict are psychologically and physically equal, which is often not the case. Children initiating aggressive acts may interpret non-intervention by adults as tacit approval of their behavior.

Because of escalating violence in our nation's schools and neighborhoods, childhood aggression is now receiving intense public scrutiny. According to a report issued by the National School Safety Center (1989), bullying and victimization ranging from teasing and exclusion to physical violence that results in death are perhaps the most misunderstood and under-reported problems in schools today. Even though most victimizations are considered to be "bothersome" rather than "injurious" (Garofalo, Siegel, & Laub, 1987), the frequency with which students victimize each other warrants attention. Bullies and victims are an appropriate unit of analysis to study systems of violent behavior in schools and to address intervention or preventive efforts. Programs emphasizing the interactive nature of the bullying act are critical because the roles and responsibilities of both players are recognized. This article presents a primary prevention program (*Fair Play*) which promotes the development of prosocial behaviors and respectful interactions.

Intervention: *Fair Play*

School psychologists can take a leading role in preventing bully/victim problems by promoting norms of fairness. The first step is raising awareness about the bullying problem. Prior to implementing *Fair Play*, we surveyed parents, teachers and students about the scope of the problem of bullying in a suburban Buffalo, NY elementary school. Although parents and teachers rated bullying as only a minor problem at the school, 82% of 120 fifth grade students indicated that they observed instances of bullying recently and 55% reported having been bullied themselves. Girls reported witnessing significantly more instances of exclusionary bullying behavior, whereas boys reported observing more instances of physical aggression.

Primary prevention initiatives need to change school climate by encouraging prosocial behavior and respect for all students and by sending the clear message that oppression will not be tolerated. With those goals in mind, *Fair Play* was developed. The conceptual framework for this preventive program is systematic with the focus on the interpersonal aspects of the bullying relationship.

The rationale for the *Fair Play* program was derived by considering the motives for bullying as well as the link between victims and victimizers. Because needs for interpersonal power and for affiliation motivate bully behavior, group processes surrounding bullying were emphasized. Research suggests that bullies are not necessarily unpopular and may have a loyal following (Olweus, 1984). When bullying occurs in groups, there may be a diffusion of the sense of responsibility by participants or bystanders to assist the victim. Group dynamics need to be altered to reduce the status involved in colluding with bullies. Modeling altruism is critical to changing the current climate of schools. Victims and victimizers have learned debilitating antisocial patterns of interaction that need to be changed. In *Fair Play*, victim-centered socialization strategies (i.e., reparation and apology to encourage empathy with victims) are stressed. Because bullies and victims are deficient in leading and following skills, leadership skills of compromise and negotiation are an essential part of the program. Children are encouraged to accept others' ideas and to use following behaviors to negotiate the acceptance of their own play suggestions.

Fair Play uses sociodramatic techniques to clarify values, problem-solve, make decisions, gain greater understanding and practice new and more satisfying roles (see Moreno, 1953; Sternberg & Garcia, 1989). The goals of sociodrama include deep expression of emotion, gaining new insight through action, and practicing new social roles in a safe environment.

Fair Play activities have been implemented successfully with students in grades 3 through 6. Groups of 8 to 10 students with one leader seem to be a workable size to carry out the activities. Each session consists of brainstorming, warm-up activities, an enactment and a sharing period. Brainstorming is designed to elicit ideas about bully and victim problems from the students' perspectives. Various warm-up exercises are conducted, such as physical activities which engage participants' bodies, voices, emotions and imaginations, and which prepare participants to work together. Games of pattern ball or mirroring movements serve the purpose of getting acquainted and fostering group cooperation.

Next, an enactment is performed by members of the group which addresses an agreed-upon social situation or shared concern specifically about bully/victim issues. For example, the theme of an enactment may involve a child being teased or excluded when teams are selected in gym class. The purpose of the enactment is to help the participants work cooperatively and to examine their

Continued on page 12

Fair Play ... *from page 11*

own thoughts and feelings regarding a wide variety of bully/victim predicaments. Participants experiment in solving problems and they strive to clarify their own values and to understand others. They explore their "role repertoires," examining both the adaptive and maladaptive behaviors exhibited in the roles of bully and victim and how behaviors can be changed. In helping students, group leaders emphasize altering group dynamics associated with bullying and focus on the plight of victims.

Following the enactment is the sharing period, during which time the group reaches closure by expressing feelings, asking questions, generating alternate solutions and planning what behaviors to bring into daily life to foster appropriate peer interactions.

Evaluation

Students (N=120) completed surveys both before and after participating in the *Fair Play* program. Results of pre- and post-intervention surveys indicated an increased awareness of various aspects of bullying behavior, suggesting that the students' understanding of bullying had been expanded. After the program, more students indicated a willingness to intervene in bullying situations, to assert themselves nonviolently or to obtain adult assistance. During follow-up interviews, six teachers whose students had been involved in *Fair Play* indicated that simply reminding students of the content of the program helped to defuse some instances of conflict in their classrooms.

Schools are being challenged to serve increasingly diverse student populations. Our hope is that *Fair Play* will promote norms of fairness in interpersonal relationships and a tolerance for differences among elementary and middle school students. ♦

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Felicia Wilczenski (Rhode Island College), Ruth Steegmann (West Seneca NY Public Schools), Michelle Braun (Erie County NY BOCES), Francis Feeley (Chicago IL Public Schools), Jennifer Griffin (Williamsville NY Public Schools), Thomas Horowitz (Kenmore-Tonawanda NY Union Free School District), and Suzanne Olson (Rochester NY Public Schools) are authors of the Fair Play *program.*

Authors' note: A compendium of Fair Play *activities may be obtained at no charge by contacting the first author: Felicia L. Wilczenski, Ed.D., Department of Counseling and Educational Psychology, School Psychology Program, 108 Adams, Rhode Island College, Providence RI 02908.*

Competent Kids in Safe Schools

by Karen T. Carey, NCSP

- 40% of our nation's children are at risk of school failure, including children who are poor, from minority groups, have limited command of English, live with a single parent and those who have disabling conditions
- More than one-half million children were in foster care in 1995
- One in four children is raised by one parent
- One in five children lives in a family without a minimally decent income — this is over 13 million children
- Each year, one half million babies are born to teenage girls
- Over 74% of women whose youngest child is between the age of 6 and 13 work or are looking for work outside of the home
- 1.3 million children age 5 to 14 care for themselves during hours that they are not in school
- Approximately 7 million children between the ages of 10 and 17 engage in social behavior that can lead to serious long-term problems
- More teenage boys die of gunshot wounds than of all natural causes combined
- 12 to 15% of our children suffer mental disorders
- 10% of our children ages 3 to 17 have seen a psychologist or psychiatrist
- Suicide is the second leading cause of death among adolescents

The public's general impression about schools during the 1990s is that they are not safe places for our children. We know that, in many cases, schools are safer than the general public may believe, but the perception — and the above facts — can not be ignored. As school psychologists, we must take an active role to ensure that our schools are safe and that all students are successful. ♦

Source: Children's Defense Fund

Thomas Hehir and Federal Panelists Stress Need for School Psychology Services

by Kevin Dwyer, Assistant Executive Director for Professional Relations

More than 2000 school psychologists cheered Dr. Thomas Hehir, Director of the U.S. Department of Education's Office of Special Education Programs (OSEP) when he recommend that more of their time be spent providing consultation and direct services to students and less time on traditional reevaluations. His keynote speech at NASP's 27th Annual Convention led into a panel of federal leaders on interagency programming. Dr. Hehir spoke of the value of special education law on increasing the functional skills of millions of children who, before P.L. 94-142 (now called the Individuals with Disabilities Education Act [IDEA]), were prevented from attending public schools. He noted that prior to IDEA, special programs ended at eighth grade and that today over 60% of children with disabilities graduate from high school. More youth with disabilities attend college and more young graduates with disabilities are employed than ever before.

Dr. Hehir did not ignore the problems that remain in the implementation of IDEA, raising the issue that some specialists continue to assume erroneously that categorical labels equate to categorical interventions and placements. He noted that the legalistic process components, although important, should not cloud the importance of looking at results and the goals that all children with disabilities should be educated to the highest standards and included in assessments of school-wide progress. His speech was interrupted several times by spontaneous applause. He urged school psychologists to evaluate programs and not re-label children, and to join with parents to improve comprehensive services for all children, particularly those with emotional and behavioral problems, noting that these children are still too frequently "left to fail."

Dr. Hehir is one of the members of a federal cross-agency group including representation from the Departments of Justice, Health and Human Services and Education, in what are called "principle operating components" (POC) within those agencies, to work together on specific issues. The panel at the convention represented the POC for serving the mental health needs of children, and included the additional component of comprehensive school health represented by Dr. Lloyd J. Kolbe, Director of the Division of Adolescent and School Health of the Centers for Disease Control and Prevention.

The Division of Juvenile Justice and Delinquency Prevention, represented by Donnie LeBuff, Child and Adolescent Mental Health branch of Public Health, and the Office of Special Education Programs along with the Office of Educational Research and Innovation (OERI) has begun to fund jointly research and demonstration projects to provide systems of care for children and families with emotional needs. The model demonstrated that government can work and that red tape and barriers can be removed, stimulating state and local agencies to implement similar needs-based models. Dr. LeBuff noted that her division was responsible for funding the program mentioned by Dr. Mary Arredondo, School Psychologist of the Year, "Cities in Schools" providing a link for services to keep children in school. Information about delinquency prevention funds which may be available to you and your community can be accessed through the Juvenile Justice Clearinghouse.

Naomi Karp, a special assistant to the Assistant Secretary of Education, noting that school psychologists were her early allies in her teaching, talked about the responsibility of OERI to carry out research and to disseminate best practices nationally. The vision of OERI is divided among themes including: early childhood development and education; students at-risk; students achievement, assessment and curriculum, (which includes equity in testing); life-long learning; and school finance and governance. Research on interagency activities will also be a focus of this office and is the link with the other panelists. The office also oversees the grants for Goals 2000 and the national office for educational statistics which presents the "national report card" on the state of education in the United States. Ms. Karp also is responsible for recruiting families into educational programs, making sure that families are represented at policy levels and as partners in all aspects of education. She mentioned the movie "Hoop Dreams" and Chicago's Cabrini Green housing project to illustrate what happens to the kids who are forced to live in the thousands of housing projects across this nation and the errors of default made in the education of these children. She stated that we take children we call "at-risk" and place them further at risk by miseducating them, "expecting little and demanding less, trapping them in a curriculum which is unchallenging." She warned that there are persons in power who question the premise that all children can and should learn. She noted that OERI is striving to stop "cheating these children" out of real education. She urges that school psychologists join in the research models put forth by the Department of Education. NASP will soon have available through the Internet all OERI proposals, courtesy of Ms. Karp. She invited school psychologists to submit proposals and participate in all OERI competitions. "We don't hear enough from the school psychologists!" She urged NASP members to submit their ideas for priorities and their resumes to become reviewers.

Dr. Kolbe noted that 75% of deaths among teenagers are caused by risky behaviors including traffic accidents, homicides and suicides. He said the most effective way to address this set of problems is through health education and health services in the schools. He noted school counseling and psychological services are critical components of comprehensive school health. He urged that these services must be integrated and that the public health service will continue to support this agenda. He believes that the schools are key in defining what the integrated services model will look like in each community and urged that school psychologists get involved in any local endeavors to implement a health prevention service model. Dr. Kolbe noted that there is a comprehensive health educator in state departments of education and that many are working with health agencies in establishing state plans. These planners need to hear from school psychology state leadership and state school psychology consultants to assure coordinated planning. His office is dedicated to such coordinated efforts.

Several participants continued the dialogue with the panelists through the rest of the morning. One participant, Dr. Joseph Zins of Cincinnati, said, "This was one of the most informative sessions of the convention!" He was impressed by the support for school psychology and the opportunities for supporting child-focused best practices offered by the agency representatives.

Important Numbers:

NASP InterNet (via America OnLine): NASP8455@AOL.COM
Juvenile Justice Clearing House: 1-800-638-8736
OERI General Announcements: 1-800-USA-LEARN ♦

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Providing Preventive Services to Students At Risk: A School-Wide Social Skills Program

L.U.I.G.I.: A Structured Recess Program

by Robert N. Jones, Brett T. Wilson, Wayne R. Binns and Sherry J. Wasden

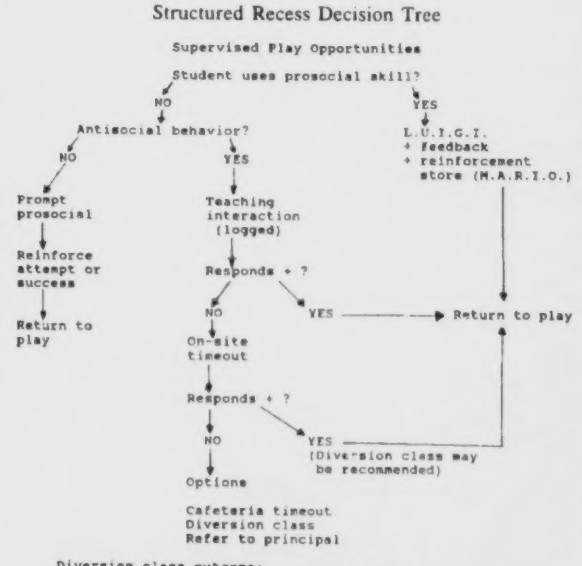
This article is the third in a five-part *Communiqué* series and reviews a structured recess program (L.U.I.G.I.: Learning and Understanding Important Getting-along Ideas). Program efforts were designed to increase student prosocial skills and decrease antisocial behaviors and potential gang involvement.

The treatment package — additional playground staff, increased opportunities to become involved in an activity, staff teaching interactions, feedback on behavior, school-wide reinforcement, and a problem-solving diversion class — was effective in reducing the anti-social behaviors occurring during the lunch recess.

Behavior observations components are discussed in this issue, page 24.

Parents whose children have the highest number of referrals for aggressive acts during the lunch recess (L.U.I.G.I. program) are invited by letter to attend a series of parent training classes. Parents are asked to bring their elementary-aged children to class. This parent/child training will be the topic of the fifth article in this series.

Figure 1
Teaching Interaction Decision Tree



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How To

All elementary school students participate in the school-wide social skills and structured recess reinforcement procedures during the lunch recess. L.U.I.G.I. (Learning and Understanding Important Getting-along Ideas) is the name we have coined for our structured recess program. We selected the name L.U.I.G.I. because it was a natural follow-up to our M.A.R.I.O. (My Actions aRe In Order) program that includes school-wide social skills training in each classroom and a M.A.R.I.O. reinforcement store (Jones, Sheridan, & Binns, 1993). We modified a teaching interaction procedure adapted from Black, Downs, Bastein, Brown, and Wells (1987) and Phillips, Fixsen, Phillips, and Wolf (1979) to provide continuity with the treatment and generalization procedure used by teachers and staff in the school. This procedure is taught to recess supervisors for use with all students during lunch recess. As noted, a similar procedure (M.A.R.I.O.) is taught to teachers and school support staff for use within the school building based on the work by Jones, Sheridan, and Binns (1993). We developed and organized procedures via a decision tree based on student opportunities to demonstrate prosocial or antisocial behaviors (Figure 1). The teaching interaction is detailed in Figure 2 and sequenced in Figure 1. We also developed an interaction log based on the decision tree to track teacher/student interactions (Figure 3).

Recess staff use teaching interactions at the earliest observation of antisocial behavior to teach social skills and prevent further problem behaviors. They use social and token reinforcement (L.U.I.G.I. tickets) to increase spontaneous use of social skills and to shape students' social skills. Recess supervisors teach social and leisure skills and alternatives to gang activities and antisocial behaviors via organized cooperative, competitive, recreational activities during lunch recess.

The staff document teaching interactions with students via an interaction log. These teaching interactions consisted of four-steps: 1) stop the behavior, 2) apply consequences, 3) teach alternative behavior, and 4) practice and reinforce alternative behavior. Students who exhibit extreme antisocial behaviors (e.g., physical aggression) or refuse to participate in a teaching interaction are assigned time in a problem-solving diversion class (PSDC) during their next lunch recess. This PSDC is a combination of timeout (students lose part or all of their next recess time) and social skills training.

The activity assigned to a student during their PSDC session is tailored to the problem behavior documented on the interaction log. Students can earn early release from the PSDC by demonstrating appropriate behavior and completing the social skills assignments. The assignments should be age-appropriate and might include writing or drawing about the problem behavior and its prosocial alternative and practicing (role playing) it. Interaction logs can be used for program evaluation. Students who display inappropriate behavior (e.g., aggression, encouraging aggression, disobedience, rule or game violation) are subject to school-wide discipline procedures which might include assignment to the PSDC. Behaviors may be tracked and recorded by playground supervisors using a playground interaction log.

A social skills committee may consist of a teacher from each grade and the school psychologist. They organize school-wide teaching of so-

cial skills based upon the model summarized in Jones, Sheridan, and Binns (1993). The principal announces a weekly social skill, and each skill is taught in classrooms by the regular education teachers. Social skill committee members organize materials for the teachers and produced posters detailing the skill steps in English and Spanish. These posters are displayed in prominent areas of the school (e.g., in the cafeteria and in the main hall of the school).

Tickets (tokens) earned by students for displaying prosocial skills in the building (M.A.R.I.O. tickets) and/or during recess (L.U.I.G.I. tickets) can be redeemed during the weekly store for a variety of school supplies, toys and edibles. Support groups, such as the Parent-Teacher Association and local businesses, might be involved in staffing and providing reinforcers for the store.

Boy's Town Teaching Interactions Model

The Boy's Town Model of teaching interactions with youth can be used for training of the playground staff (cf. Black, Downs, Bastein, Brown, and Wells, 1987). The modified Boy's Town Model is presented via written materials and self-made videotape presentation. A modified version of the model was developed to guide staff verbalizations when interacting with the students (Figures 1 and 2). Modeling of the procedures, small group rehearsal with feedback, naturalistic modeling on the playground by the school psychologist, and direct interactions with feedback are utilized to train the recess supervisors.

Implementation of Games

A physical educator trained playground supervisors to implement the games curriculum. This training should occur prior to the implementation of the structured recess program and continue on an ongoing basis.

Direct Observations

Playground supervisors and the school psychologist might observe the playground prior to training to achieve an understanding of the tenor of playground antisocial behaviors. Training may involve the use of videotapes of naturalistic playground situations. Recess supervisors and/or the school psychologist should target and operationally define behaviors.

Training of Diversion Class Staff

Recess supervisors are trained to conduct the PSDC. The training is focused to redirect students' inappropriate behavior to more prosocial behavior, using the social skills which have been previously introduced school-wide. Training involves modeling, rehearsal/role-play and feedback. The PSDC staff members should be required to demonstrate an awareness and understanding of when to teach social skills and when to give the students time to get their emotions and behaviors under control. The PSDC teaching involves encouraging the student to freely recall the events leading up to the PSDC referral, prompting the student for appropriate alternative behaviors, and modeling and role-playing the use of prosocial replacement behavior.

Interaction Log

We suggest the log be used to monitor the target behaviors that were originally observed and monitored through direct observations of students. For example, the following inappropriate behaviors might be logged: physical aggression, verbal aggression, encouraging aggression, disobedience, profanity, rule or game violation and social nonconformity (i.e., spitting, disobedience, throwing snowballs, leaving school grounds). Appropriate student recess behaviors, such as cooperation, initiation, problem-solving and conflict management, might also be tracked (and reinforced). Back-up consequences, such as school principal involvement, might also be considered.

Evaluation

A school psychologist might evaluate the overall outcome of the project using the direct observations, interaction log trends and office referrals. Previous studies using this integrated model have demonstrated clinical and statistical significance in changing elementary students' antisocial behaviors (Jones, Wilson, Binns, & Wasden, 1994).

Information extracted via more detailed analyses of the PSDC logs may be particularly important in the selection of students and parents who may require parent training, as well as an analysis of the effects of other variables upon behavior. Additionally, this information may be useful to the principal when class assignments are made for the following school year. In reference to the specific needs of at-risk schools, the program should be viewed as a component in a treatment continuum. We recommend that a structured recess program be

Continued on page 16

Figure 2
Modified Boy's Town Teaching Interaction

STOP THE BEHAVIOR

Repeat command only once
Nondefensive body posture
Polite voice tone
Give command within three to five feet
Prompt for prosocial behavior

APPLY CONSEQUENCES

Have pre-planned consequences in mind
No arguing once consequence is given
Be consistent in applying consequences
Reinforce appropriate behavior

TEACH ALTERNATIVE BEHAVIOR

Go over what happened, what alternatives were available
Give the student a rationale for changing the behavior
Suggest alternatives for student, ask student to select an alternative behavior
Model alternative behavior
Provide an opportunity for student to demonstrate alternative behavior
Reinforce student

PRACTICE ALTERNATIVE BEHAVIOR

Staff will model alternative behavior
Student will role-play alternative behavior
Student will demonstrate behavior in specific problematic situation
Reinforce student attempts and correct demonstrations of behavior

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■ Preventive Services... *from page 15*

implemented as part of an integrated school-wide system designed to teach and reinforce alternatives to antisocial behaviors. Such a system might include weekly school-wide teaching of skills in regular education classrooms, teacher and parent training, a school-wide reinforcement store, structured recess, peer initiated games and conflict mediation. ♦

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Figure 3
Midvale Interaction Log

Student Name: **Time:** **Date:**

Grade: **Student's Teacher:**

Reporting Staff:

Setting (Check appropriate box)
- ☐ Classroom
- ☐ Hallway/bathroom
- ☐ Lunchroom
- ☐ Playground (Specify area #)

Problem Type (Check appropriate box)
- ☐ Physical aggression (hitting, kicking)
- ☐ Verbal aggression
- ☐ Profanity
- ☐ Encouraging aggression
- ☐ Disobedience
- ☐ Rule/game violation

Teacher Intervention/Student Response
- ☐ Provide corrective feedback, student complied
- ☐ Provide corrective feedback, student argued
- ☐ Provide corrective feedback, student ignored
- ☐ Provide corrective feedback, student became verbally abusive
- ☐ Provide corrective feedback, student became physically abusive
- ☐ Student received consequences and excluded from activity
- ☐ Student's behavior escalated—did not comply with time-out—sent to office

Recommendations/Outcome
- ☐ Student sent to classroom
- ☐ Student assigned to diversion class
- ☐ Student referred to principal
- ☐ Checked out to class

Diversion Outcome
- ☐ Student demonstrated skills necessary for early release
- ☐ Student served full diversion class commitment
- ☐ Student refused to participate in diversion class;
- ☐ Principal intercession

Comments:

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Peer Tutoring Procedures for Use in General Education Classrooms

by George J. DuPaul, Lehigh University

Rationale

Peer tutoring can be defined as a structured dyadic interaction between two students wherein one student provides the other with academic instruction, presents items of an academic task, corrects errors, and/or provides feedback about the accuracy of responses. A number of peer tutoring models have been discussed in the research literature, with the most widely studied being ClassWide Peer Tutoring (CWPT; Greenwood, Delquadri, & Carta, 1988) and Reciprocal Peer Tutoring (Fantuzzo, King, & Heller, 1992). In addition, tutoring dyads can be made of same-aged peers or students of differing ages (referred to as cross-aged tutoring).

Peer tutoring may be an effective instructional technique for a number of reasons. First, peer tutoring increases students' opportunities to respond to academic material relative to teacher-led instruction or group activities (Greenwood, Carta, & Maheady, 1991). Second, the content of academic task material can be individualized for each student in the pertinent curriculum. Third, peer tutoring enables students to receive immediate feedback about the accuracy of their work. This allows for ongoing positive reinforcement for accurate responding as well as the opportunity for students to correct errors instantaneously (Greenwood et al., 1991). Fourth, receiving feedback from a peer may increase student motivation to attend to and complete independent seatwork (Greenwood, Carta, & Hall, 1988). This may be particularly important for students who exhibit attention difficulties and related behavior problems (e.g., DuPaul & Henningson, 1993; Kohler, Schwartz, Cross, & Fowler, 1989).

The above factors suggest that peer tutoring may enhance the academic achievement of participating youngsters compared to more traditional forms of instruction. Indeed, various peer tutoring programs have been found to increase task engagement rates and achievement levels of both low- and high-functioning students (see for review, Greenwood et al., 1991; Mathes & Fuchs, 1994). In particular, longitudinal investigations of CWPT have found the latter to exert beneficial effects on academic achievement beyond the grade level where tutoring strategies were employed (Greenwood, Terry, Utley, Montagna, & Walker, 1993). Finally, peer tutoring strategies appear effective for all grade levels ranging from preschool through high school, although most of the empirical work on these techniques has been conducted in elementary school settings.

Getting Started

The best way to begin a peer tutoring program is to identify teachers who are interested in learning about peer tutoring or who are already using similar procedures (e.g., cooperative learning) in their classrooms. Methods to identify interested teachers could range from informally polling faculty to conducting a more formal survey of interests and attitudes towards peer tutoring. Alternatively, an interested teacher might be identified in the process of providing consultation about a student who is struggling academically. That is, CWPT may be one method to address the academic or attentional difficulties of a youngster during the pre-referral intervention process. If you are unfamiliar with peer tutoring, it is best to try it in one classroom before consulting with additional faculty.

Once an initial classroom is identified, students are trained to engage in peer tutoring procedures for one academic subject (i.e., reading, math, or spelling). The specific subject matter should be selected by the teacher based on what (s)he feels would best meet the classroom needs; however, it may be easier to initiate peer tutoring for math or spelling skills before training the class to do CWPT for reading. If possible, once the teacher and students in this initial classroom are competent and comfortable with CWPT procedures, the class could be videotaped using CWPT (after parent permission is obtained). This videotape could then be used for training purposes with further classrooms.

The success of CWPT in the initial classroom can be communicated to other teachers in the school both informally and by providing a brief in-service presentation on the rationale and efficacy of peer tutoring. Ideally, the classroom teacher familiar with CWPT procedures should serve as a co-presenter for this in-service training in an effort to maximize the recruitment of additional faculty. Care should be taken to point out the strengths and limitations of CWPT during this presentation. For instance, teachers should be told that these procedures are not meant to take the place of teacher-led instruction but rather serve as an alternative to more traditional drill-and-practice activities (e.g., independent seatwork).

Training Teachers and Students in CWPT

The first step in helping a teacher to implement CWPT is to meet with him or her for about 30 minutes to provide an overview of what the procedures involve and to describe the responsibilities of the teacher and students during peer tutoring (i.e., review procedures outlined in Implementation section below). At the end of this initial meeting, the teacher is provided with a written description of peer tutoring procedures (e.g., a copy of this article or, ideally, a copy of the CWPT manual[1] (Greenwood, Delquadri, & Carta, 1988)). If possible, it is helpful to have the teacher view a videotape of a classroom using CWPT or visit a class during a peer tutoring session.

Another 30-45 minute meeting with the teacher is held approximately one week later after (s)he has had a chance to read the written description and observe a CWPT session. At this next meeting, teacher questions about procedures are addressed and methods to train students in CWPT (see below) are explained. A schedule is discussed wherein baseline data are collected for one week prior to implementing peer tutoring. The types of measures to be used to determine effectiveness of the program are outlined (see Outcome Measures section below). The school psychologist should plan on making weekly visits to the classroom during the initial stages of implementation to assess adherence to CWPT procedures and to address any difficulties encountered with peer tutoring.

Students are trained in CWPT over three to four 20-30 minute sessions held over several days. During the initial training session, the teacher explains CWPT in the context of a game that will help all students to perform better in a particular subject matter (i.e., math, reading or spelling depending on which has been selected as the initial target area). It may be helpful to use a basketball analogy

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■ Peer Tutoring... *from page 17*

to emphasize teamwork and the awarding of points for correct responses (e.g., correct answer warrants two points like a field goal in basketball; correcting an error is worth one point like a free throw). Tutoring procedures are explained (see Implementation section for details of these procedures) and, if possible, the class views short clips of a videotape of another classroom using CWPT. This initial session ends with a discussion of the need for cooperation among teammates in order to succeed. In fact, to carry the sports analogy one step further, the terms "coach" and "player" may be substituted for "tutor" and "tutee," respectively. These terms are easier to understand and emphasize the teamwork aspects of peer tutoring.

The second training session begins with students practicing gathering materials (e.g., tutoring sheets, pencils) and moving to their partners in an orderly fashion. The teacher provides signals for students to follow three steps: (a) stand at desk; (b) pick up tutoring materials; and (c) move to sit next to or across from partner. Next, the teacher and a volunteer student model a successful and unsuccessful tutoring interaction. The mechanics of presenting each item, waiting for a response, providing feedback and awarding points are demonstrated for a variety of scenarios (e.g., correct answer given, incorrect answer given, no response to question).

During the third training session, students practice moving to partners and then tutor each other with sample items. Midway through the session, the teacher signals each tutoring dyad to switch roles wherein the tutor becomes the tutee and vice versa. The teacher visits each pair of students to offer specific feedback as to what is being done correctly as well as to correct errors in tutoring procedures. Additional practice sessions may be necessary for some classrooms, particularly those in the lower grades (i.e., Grades 1-3). It is helpful for the school psychologist to attend the last training session to offer guidance to the class and to help the teacher decide if students are ready to formally begin CWPT.

Implementation

Prior to the initial tutoring session, the teacher divides the class roster in half to form two teams (e.g., the "red" and "blue" teams). All students participate, including those with disabilities. Within each team, students are placed into pairs according to the anticipated degree to which they will cooperate rather than strictly by similarity of academic functioning. The makeup of pairs and teams are switched weekly to build in variety and to enhance motivation (i.e., maximize probability that all students will get to be on winning team). One member of each pair is designated as a "mover" and will be asked to gather materials for the pair prior to moving to his or her partner.

Implementation steps are briefly described for peer tutoring in math and spelling. Each tutoring pair is provided with two point sheets, a tutoring sheet containing items to be practiced (e.g., a list of 20 math problems with answers), and a help card (colored index card to signal teacher for assistance)[2]. Following a signal from the teacher, the student designated as the tutor will presents the first item on the tutoring sheet to the tutee. If the tutee responds correctly, the tutor provides praise and marks two points on the point sheet by placing a slash mark through the first two numbers on the sheet. If the tutee answers incorrectly, the tutor provides the correct answer. The tutee then states the correct answer three times to earn one point.

Successive items are presented to the tutee for 10 minutes after which the teacher signals each pair to stop. Students switch roles (i.e., student who was tutor is now tutee and vice versa) and follow tutoring procedures for another 10 minutes. Tutoring scripts (i.e., list of math or spelling items) should be of sufficient length to allow most pairs to go through the list of items at least twice during each 10-minute period. The number of items may need to be adjusted if most dyads are not able to accomplish this during the time provided.

While students are tutoring each other, the teacher walks about the room monitoring each dyad, answering questions, and providing one to five bonus points for pairs that are following tutoring rules. For example, the latter may include: (a) work hard; (b) give praise; and (c) pay attention. Of course, these rules will vary according the age and needs of the specific students.

At the conclusion of each tutoring session, each student is asked to note the last number slashed through on his or her point sheet and to write this number on the back of the sheet. The teacher then asks each student, one at at time, to report the number of points earned. Point totals are displayed on team posters so that each student can gauge his or her progress over the week. At the end of the week, team points are totalled and the team with most number of points is applauded by the other team.

Tutoring sessions are conducted for about 20 minutes per day, Monday through Thursday. Most teachers choose to conduct CWPT in 4 to 6 week cycles with several weeks between each cycle. Teachers have reported that this helps to coordinate the use of CWPT with the curriculum and enhances motivation among students to participate.

Ongoing Monitoring

During the initial stages of CWPT implementation, the school psychologist should make weekly visits to the classroom to assess adherence to peer tutoring procedures as well as to address any difficulties that may have arisen. A brief checklist of teacher implementation (see attached checklist) should be completed after each visit as a record of intervention adherence. If a teacher is not completing each of these steps in a consistent fashion, this should be corrected as soon as possible.

The most common implementation problems are as follows (Greenwood et al., 1988): First, conflicts may develop in one or more of the dyads. This should be addressed by reminding the pair of students about tutoring responsibilities, monitoring their activities closely, providing bonus points to other dyads that are cooperating, and, if all else fails, by splitting up the conflictual dyad before the next scheduled change in partners. A second problem that may arise is that some pairs may cheat by giving each other too many points. Pairs that end up with a large number of points relative to the remainder of the class should be monitored closely for possible cheating. If cheating is discovered, the guilty dyad should lose all of their points for the day and all other pairs should receive bonus points for not cheating. Another problem that could occur is that some pairs will work slowly and therefore not complete all of the tutoring items at least twice during the session. Such pairs should given tips on how to increase their speed (e.g., tutor presents next item before marking point sheet) as well as prompted and reinforced for greater speed in going through the items.

Outcome Measures

The effectiveness of CWPT procedures can be measured in several ways. Perhaps the most cost-effective way to assess progress in

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academic skills is for the teacher to administer weekly pre- and post-tests on the material to be practiced that week. Pre-tests are conducted prior to CWPT on each Monday, while post-tests are administered each Friday (when CWPT typically is not conducted). Percentage accuracy on these tests can gauge if the class is profiting from CWPT and which students may require additional assistance. An additional measure of academic skills could be obtained by administering curriculum-based measurement (CBM) probes to several students twice per week. One or two high-, medium- and low-performing students could be selected randomly for CBM probes. This would provide a measure of the rate of progress among subgroups of students as a function of CWPT.

At some point it may be helpful to assess the degree to which the teacher and students are satisfied with CWPT by administering a brief satisfaction inventory (see handout, next page). Responses to these inventories may highlight the strengths and limitations of procedures wherein the latter could be addressed by modifying the tutoring sessions, as necessary. ♦

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Footnotes

[1] The CWPT manual and forms may be ordered from Educational Achievement Systems, Inc., 319 Nickerson — Suite 112, Seattle WA 98109 (206-820-6111) for $44.95.

[2] Tutoring point sheets and other relevant forms are provided with the CWPT manual.

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National Emergency Assistance Team

The National Emergency Assistance Team is a subcommittee of NASP's Children's Services Committee. The NEAT was established to help children and school districts in disastrous situations receive support and training for crisis management in the schools as well as the community. Five NEAT facilitators (one per NASP region) have been appointed:

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Teacher Monitoring Form

Date of observation: _____

Teacher: _____

	Not at all	Somewhat	Very Much	Not Applicable
1. The teacher has instructional script(s) prepared.	1	2	3	NA
2. The teacher provided the appropriate amount of material to be tutored.	1	2	3	NA
3. The teacher periodically monitored the tutoring session.	1	2	3	NA
4. The teacher provided bonus points to tutors when appropriate.	1	2	3	NA
5. The teacher praised the efforts of the tutoring pair.	1	2	3	NA
6. The teacher provided assistance, when necessary.	1	2	3	NA
7. The teacher kept the tutoring pair on-task.	1	2	3	NA
8. The teacher signalled the students to switch roles.	1	2	3	NA
9. The teacher recorded points.	1	2	3	NA
10. The teacher charted progress.	1	2	3	NA

Teacher Consumer Satisfaction Questionnaire

Teacher: _____

Date: _____

	Not True	Somewhat True	Very True
1. Students showed significant improvement in the academic subject in which (s)he received tutoring/helping.	1	2	3
2. I will continue to use peer tutoring procedures with this class in some form.	1	2	3
3. I found the manual and meetings with the consultant to be helpful.	1	2	3
4. Monitoring the tutorial sessions was impractical and time-consuming.	1	2	3
6. Awarding points to the tutoring pairs was helpful.	1	2	3
7. Overall, I am satisfied with the results of peer tutoring.	1	2	3
8. I would recommend this peer tutoring procedure to other teachers.	1	2	3
9. This peer tutoring program is practical and useful for a regular education teacher.	1	2	3

10. Which components of peer tutoring were most helpful? (Please answer on back of this sheet.)

_____

_____

_____

_____

_____

_____

Peer Tutor Consumer Satisfaction Questionnaire

Your name: _____

Date: _____

1. I liked being a peer tutor.	YES	NO
2. I helped the child that I tutored to be a better student.	YES	NO
3. I enjoyed being tutored by another student.	YES	NO
4. Peer tutoring helped me to be a better student.	YES	NO
5. I learned more about (math, reading, spelling) by being a peer tutor.	YES	NO
6. I would like to be a peer tutor again.	YES	NO
7. I liked getting points for peer tutoring.	YES	NO
8. I would tell a friend to be a peer tutor or helper.	YES	NO

9. What would you change to make peer tutoring better?

Innovative Practice

A School-Wide Social Skills Program: Observation Procedures, Behavioral Definitions, & Training Components

by Brett T. Wilson and Robert N. Jones

Introduction

This article reviews training and observation procedures for the structured recess program (L.U.I.G.I.: Learning and Understanding Important Getting-along Ideas). The structured recess program efforts were designed to increase student prosocial skills during recess and decrease antisocial behaviors and potential gang involvement. The difficulties in developing and implementing practitioner-based research limits the breadth and scope of published descriptions of interventions for youth demonstrating antisocial behavior. This article will review operational definitions of prosocial and antisocial behaviors for observation, training observers, and implementing direct observations of recess behaviors for a structured recess program.

With a minimum of funding and manpower, the school social skills committee was able to develop a program that targeted prosocial anti-social behaviors on several different levels. The success of the program was demonstrated by clinically and statistically significant reduction of antisocial behavior as measured by direct behavior observations in playground areas. Students having difficulty with appropriate peer and teacher interactions were identified and they received additional social skill training specific to their problems on the playground.

Observation Procedures

The Structured Recess (L.U.I.G.I.) program was implemented during the third year of the Midvale school-wide social skills project. The first two years of the social skills project involved teacher training via school inservices, classroom-based skills training, school-wide assessment and direct observations of target students and contrast students during the lunch recess (Jones, Sheridan, & Binns, 1993). Following a review of the second year data, it was determined by the Social Skills Committee that the decreases in anti-social behavior that occurred on the playground during the lunch recess, while statistically significant, were not clinically significant and required a more intensive focus during recess. Of primary focus were physical and verbal aggression, property aggression, isolative behaviors and social behaviors that did not conform to school and societal rules.

The behaviors were observed during the lunch recess using a 15-second observe, 5-second record, partial interval observation procedure.

To increase reliability in observations, the observation and recording intervals were signaled by an audiotape message delivered through headphones of a personal stereo cassette player. This system had been implemented the previous year to obtain information regarding target and contrast student playground behavior (Jones, Sheridan, & Binns, 1993). The direct observations are time consuming, making them difficult for the school psychologist to obtain. With over seven hundred students attending the target school, direct observations of individual student behavior were impossible.

To obtain direct observations of student playground behavior, the playground facilities were divided into three observation areas. The areas were defined by natural boundaries and by the type of

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Figure 1
Target Behaviors/Operational Definitions

Midvale Elementary School Observational Definitions for Social Skills Direct Observation Categories

INAPPROPRIATE BEHAVIORS

VERBAL AGGRESSION: Any threatening, derogatory, or provocative language or gesture directed at another person, which is out of context with the ongoing activity (e.g., insults, threats, inappropriate criticism, swearing at another person, name calling, physical gestures, etc.).

PHYSICAL AGGRESSION: Any behavior directed at another person which has the potential to inflict physical harm or to provoke a confrontation, which is out of context with the ongoing activity (e.g., hitting, kicking, pushing, biting, tripping, throwing and object at someone, etc.).

SOCIAL NONCOMPLIANCE: Breaking a known rule or refusing to follow an adult directive (e.g., playing in off-limits areas of the playground, doing flips off of the swings, throwing a ball on the roof of the school, throwing snowball, etc.).

APPROPRIATE BEHAVIORS

CONFLICT MANAGEMENT: Utilizing prosocial methods of resolving a conflict or disengaging from a conflict. Not engaging in antisocial behaviors during a conflict (e.g., ignoring inappropriate behavior, leaving the game or situation rather than engage in antisocial behavior, using problem-solving skills to resolve a conflict).

COOPERATIVE PLAY: Utilizing prosocial skills during the game or activity. Some examples are: a) following and playing by the rules of the game, b) taking turns appropriately, c) rotating in a game situation correctly, d) giving of verbal encouragement and compliments to playmates, and e) calling out self-violations and violations of the rules using prosocial skills.

INITIATION: Verbally asking to join an activity or playground game. Verbally inviting another student to join in a playground game or activity.

■ Social Skills... *from page 23*

activities performed in each area (e.g., soccer field vs jungle gym and swings). Additionally, the playground areas for the lower primary grades (first-third grade) were separated from those for the upper elementary grades (fourth-sixth grade) with each area having three distinct observational areas. As part of the planning for reducing antisocial behavior and to maintain "crowd control" in an at-risk school the principal altered the standard school lunch schedule. The school lunch schedule was staggered, so that one upper elementary and one lower elementary class were on the playground at a time.

The first step in developing a structured recess observation system was to operationally define the target behaviors. Initially, six antisocial behaviors and two prosocial behaviors were operationally defined and observed on the playground. The target behaviors were refined following analysis of structured recess data, and a final combination of three antisocial behaviors and three prosocial behaviors were defined and observed for the continuation of the project (see Figure 1).

Using a small grant from The Jordan School District, observers (N = 4) were trained using naturalistic playground situations shown on videotape. The videotapes were developed by obtaining parent permission and filming target school students involved in naturalistic playground activities. All of the instances of anti-social target behavior were obtained from naturalistic observations. The instances of prosocial behavior were developed utilizing target school students, a mini-teaching session of the skills to be demonstrated, and coaching during videotaping.

Next, a method for recording student interactions at recess was developed. A valuable component of the observation procedures was that both prosocial and antisocial behaviors were observed. We developed a tracking system to delineate how playground supervisors were dealing with behaviors. An Interaction Log was developed and organized via a Decision Tree based on the generalization of prosocial behaviors. The Decision Tree mirrored the procedures being utilized within the school building. The type of behavior, the type of teacher/student interactions, and the outcome of the interaction were recorded on the Interaction Log (see Figure 2).

If the student attended the problem-solving diversion class (PSDC) or his/her behavior required principal involvement, it was also recorded on the interaction log. The Decision Tree is presented on page 14, this issue. The log served as a monitoring device for the target behaviors established via direct observations of student behavior during the previous year of the project. Playground supervisors were required to carry a pencil or pen, interaction logs and a clipboard to write upon. While this may appear to restrict student interactions with staff, it proved to be a favorable situation because playground supervisors were able to carry the logs, reinforcement tickets and the schedule of activities to be taught that day in an organized, consolidated fashion.

The interactions logs provided information that was very useful on a school-wide and an individual student level. The interaction logs indicated which activities and grade levels had the most problematic behaviors. It allowed the social skill coordinator to make informed decisions about which social skills should be targeted for additional training. The logs provided valuable information about the climate of the playground and the school. The area observations and the interaction logs yielded information about the frequency and severity of the antisocial and prosocial behaviors of each grade in the school as well as each class within a grade level. For example, we found that the presence of more than one type of anti-social behavior (e.g., social nonconformity + verbal aggression + physical aggression) presented more problems for the staff than high levels of physical aggression only.

Figure 2
Interaction Log

STUDENT NAME _____ TIME_____
GRADE _____ DATE_____
STUDENT'S TEACHER_____ REPORTING STAFF_____
SETTING(Check appropriate box):
___ Classroom
___ Hallway/Bathroom
___ Lunch Room
___ Playground(Specify Area #)

PROBLEM TYPE:
___ Physical Aggression (Hitting, Kicking)
___ Verbal Aggression
___ Profanity
___ Encouraging Aggression
___ Disobedience
___ Rule/Game Violation

TEACHER INTERVENTION/STUDENT RESPONSE:
___ Provide Corrective Feedback, Student Complied.
___ Provide Corrective Feedback, Student Argued.
___ Provide Corrective Feedback, Student Ignored.
___ Provide Corrective Feedback, Student Became Verbally Abusive.
___ Provide Corrective Feedback, Student Became Physically Abusive.
___ Student Received Consequence and Excluded from Activity.
___ Student's Behavior Escalated, Time Out to Cafeteria.
___ Student Sent Out to Playground, Diversion Class Recommended
___ Student's Behavior Escalated-Did Not Comply With Time Out-Sent to the Office

RECOMMENDATIONS/OUTCOME:
_____ Student Sent to Classroom
_____ Student Assigned Diversion Class
_____ Student Referred to Principal
_____ Checked Out Back To Class

DIVERSION OUTCOME:
_____ Student Demonstrated Skills Necessary for Early Release
_____ Student Served Full Diversion Class Commitment
_____ Student Refused to Participate in Diversion Class-Principal Intercession

COMMENTS_____
_____
_____

Observer/Playground Supervisor Training

The observers were trained using the behavioral definitions of the target behaviors, videotape illustrations of the target behaviors, and naturalistic observations of student behavior on the playground. To increase the accuracy of the observations and to obtain reliability data, the use of a split earphone and an audiotaped signalling recording was utilized. The observers and the social skill coordinator observed each of the three areas until an interobserver accuracy of 85% was obtained by each observer.

The observation areas involved the

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Four-Square/Basketball area, the Soccer/Flag Football area and the Jungle Gym-Swing Set area. The observation of the jungle gym-swing area proved to be the most difficult and time consuming of the three playground areas to obtain interobserver agreement. This appeared to be due to the number of different activities present in the jungle gym and to the transitory nature of the play in this area. As a result of the difficulty in observing this area, it was determined that an apparatus within the jungle gym area had to have at least three students playing on it to be observed. Following training and obtaining criterion for interobserver agreement, a 4-week direct observation baseline period was implemented. This was repeated in the latter stages of the school year to obtain a pre/post comparison. In-treatment observation probes were also used to monitor student behaviors.

The direct observers were also trained to organize, implement and encourage developmentally-appropriate games and activities. A part-time physical educator was hired to develop and train playground supervisors to implement the games. The games and activities were competitive, cooperative, recreational and leisure-time orientated. Periodically throughout the school year, the physical educator implemented an activity as a means of expanding the playground staffs' repertoire of activities and motivating the staff to continue to implement the games program. As a means of providing the students with a schedule of activities, playground supervisors were assigned activities they were responsible to implement each day in a specific area of the playground with a particular class. This training occurred prior to the implementation of the structured recess program and continued on an on-going basis throughout the school year (see Figure 3).

All members of the playground staff received training in how to conduct the PSDC and perform recess teaching interactions. These components of the structured recess program are addressed in article by Jones, Wilson, Binns and Wasden on page 14. ♦

References

Jones, R. N., Sheridan, S. M., & Binns, W. R. (1993). School-wide social skills training: Providing preventive services to students at-risk. School *Psychology Quarterly*, 8 (1), 57-80.

Brett T. Wilson, MA, is a school psychology intern and Robert N. Jones, PhD, is a school psychologist at Midvale Elementary School, Jordan School District, Sandy, UT.

Figure 3
Schedule of Activities

February 1993
Midvale Elementary School

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 KICK THE TOWEL CRICKET	2 FOX AND SQUIRREL KING PIN SOCCER	3 KICK THE TOWEL CRICKET	4 FOX AND SQUIRREL KING PIN SOCCER	5 KICK THE TOWEL CRICKET	6
7	8 KICK THE TOWEL CRICKET	9 FOX AND SQUIRREL KING PIN SOCCER	10 KICK THE TOWEL CRICKET	11 FOX AND SQUIRREL KING PIN SOCCER	12 KICK THE TOWEL CRICKET	13
14	15 KICK THE TOWEL CRICKET	16 FOX AND SQUIRREL KING PIN SOCCER	17 KICK THE TOWEL CRICKET	18 FOX AND SQUIRREL KING PIN SOCCER	19 KICK THE TOWEL CRICKET	20
21	22 KICK THE TOWEL CRICKET	23 FOX AND SQUIRREL KING PIN SOCCER	24 KICK THE TOWEL CRICKET	25 FOX AND SQUIRREL KING PIN SOCCER	26 KICK THE TOWEL CRICKET	27
28						

January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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Health Care Factoids: The 1993 Gallup Survey

- In 1918, health was listed as the first of 7 Cardinal Principles of Education.
- Today, school health programs are one of the most efficient means available to prevent unhealthy behavior patterns and to address growing health and social problems among youth.
- Adolescents, parents and school administrators reported that education about health is of equal or greater importance to them as other school subjects. ♦

Defusing Disruptions

A Crisis Intervention Method

By Nina Shandler, Ed.D.

Demanding, defiant, disruptive — David was typical of students who appear on my case load. As a School Psychologist in a non-traditional role, I provide therapeutic services for psychologically at-risk children. In our elementary school of over 600 students with a diverse racial, ethnic and socio-economic mix, the most needy students are often the most volatile. David's temper erupted regularly. By the time referral for psychological support services had been made, the necessary meetings held and the papers signed, I had observed David repeatedly.

David responded as though he were constantly under siege. He perceived teacher corrections and directions as threats, as ordeals designed to hurt him. Always vigilant, always suspicious, sometimes the pressure overwhelmed him. Often, seemingly unpredictably, David would explode. Agitated beyond his ability to control himself, he would scream obscenities at his teacher, throw his books across the room, or run out of class turning over chairs. When the school disciplinarian was called to the scene of these crises, the level of David's mutinous behavior would increase. He would do everything within his power to escape being controlled or subdued. He would run away, hide, spit, curse, kick, punch. Finally, he would be caught, restrained, and banished to a time-out room. Isolated, he would tantrum until tired, then sleep.

Every time this scenario played itself out, David learned the lessens of delinquency. He learned to distrust adults. He learned he didn't belong with good students. He learned he was a troublemaker. He learned that bigger and stronger people win. David did not learn the lessons of success. He did not learn to respect adults. He did not learn to calm and control himself. He did not learn to appreciate his strengths. He did not learn to cooperate with classmates. He did not learn to take responsibility. Each explosive episode destroyed still more of the already fragile personal resources he needed to become a confident, competent, contributing member of our school community.

As with many students before and since, I determined that my staff and I would respond to David's outbursts differently. We would refuse to intimidate, or confront, or lecture, or argue, or humiliate, or corner or chase. Instead, we would defuse his emotions and teach him responsibility using an eight-step process:

STEP 1: Offer a Safe Place and a Calming Activity
STEP 2: Reflect Feeling
STEP 3: Look for Positives
STEP 4: Appreciate the Positives
STEP 5: Redefine Identity
STEP 6: Explore Options
STEP 7: Plan the Future
STEP 8: Teach Responsibility and Repair Relationships

STEP 1: Offer a Safe Place and a Calming Activity

When out-of-control students threaten the learning environment and the safety of others, the first priority is to protect students and staff. Getting disruptive students to leave classrooms quickly without argument or force takes on primary importance.

Even with students who have a history of assaultive behavior, we have accomplished this primary goal by offering them a safe place and a calming activity. We are sure to approach them in a non-threatening manner. We come close enough to speak to them quietly, then stop. We confidentially invite them to come with us to play with clay or draw a picture or take a walk. After inviting students, we walk toward the door and motion for the student to follow. If necessary, we repeat the invitation once or twice. Nearly all students follow.

STEP 2: Reflect Feeling

As we walk with distressed students, we immediately reflect their feelings. We observe their body language and paraphrase their complaints. We resist any temptation to reason or reprimand. We simply reflect. "You're really mad." "You're so angry, you feel like you never want to go back to class." "You feel like your teacher isn't fair." "You feel like you hate everyone in your class." Surprised by the lack of confrontation and correction, most students spontaneously respond, "That's right, you got it."

STEP 3: Look for Positives

Feeling listened to has a magically calming effect. Within moments students are able to reason. Without guidance, they will reason negatively; they will blame others and justify themselves. Before they begin to think, we ask, "What did you do right?" This question startles them. Often they object to the question and take unexpected responsibility for their actions. "What did I do right! I didn't do anything right! I kicked a table, threw a chair and swore at my teacher." We avoid any temptation to agree. We ignore their response and stick to our agenda. "You did do something right. What did you do right?" If they are unable to think of a positive action, we supply one. We can always say, "You came with me. Even though it was hard for you to come, you came. That was good." Over time we can supply other positive behaviors — we take note of any work accomplished, any successful time on the playground, any appropriate class participation. As soon as the student's attention is focused on a positive behavior, we move on to step four.

STEP 4: Appreciate the Positives

Now, we applaud their positive behavior. As we get out clay or hand them drawing materials or walk around the playground, we continue, "I'm proud of you for that. Why do you think I'm proud of you?" If student give us an answer, we agree with them. If students are unable to answer, we tell them why we are proud of them. "I'm proud because you did a hard thing. I know its hard for you to leave class when you're upset, but you came with me." "I'm proud because you finished your homework." "I'm proud because you're trying hard and doing better."

Our guiding principle is that success breeds success. We identify small achievements that build a foundation for positive change.

STEP 5: Redefine Identity

Most children who consistently find themselves in trouble believe they are trouble-makers. We use the positive behaviors we have identified to undermine that identity. We ask, "What can you do?" We look for a statement of competence that refutes the negative self-perception. "I can control myself." "I can do what I'm asked to do." "I can do hard work." "I can be a good friend." If students have difficulty coming up with their own self-affirming statement, we come up with one. Then, we tease them into repeating it five times along with us.

STEP 6: Explore Options

After students have been calmed and affirmed, we bring up the disruptive incident. We ask them, "What upset you?" We look for a simple straight-forward explanation. "The work was too hard." "The teacher wasn't fair." "He was mean." We follow their explanation with another question, "What can you do better if that happens again?" We help them think of positive possibilities: try harder, take a deep breath, ask for help, tell yourself to stay calm, say how you feel, walk away.

STEP 7: Plan the Future

Once we have considered a few positive alternatives, we ask, "What will you do next time?" We ask for a simple commitment. Often, we write down that one-sentence commitment and have students sign it.

STEP 8: Teach Responsibility and Repair Relationships

Teachers and administrators usually make the mistake of confronting distressed students with their responsibility before these students are able to face their accountability. Students in an agitated state devote all their resources to self-defense. In the initial stage of a disruptive incident, confrontation will make matters worse not better. However, at this later stage, students can and must take responsibility for their behavior.

In holding students responsible, we teach them to understand that their behavior has damaged relationships and that these relationships need to be repaired. Teachers and other students feel hurt, anger, distrust, fear and resentment following disruptive episodes. The students at the center of these cyclones need to understand that if they do nothing to take responsibility, their reputations will degenerate and their alienation will grow.

To encourage students to take responsibility and repair relationships, we ask, "What can you do to make your teachers and other students feel better?" We have found that notes of apology go far to mend relationships and restore status. Notes are most effective if students give up recess to write them and if they include their plans to do better in the future.

In addition to reparation work, students need to be held accountable for any work missed while talking with us. Some particularly needy students gain secondary gratification from their meetings with us and seek our company. If they know that any time spent processing their outbursts will be made up working during recess, lunch or after school, they do not act out to gain our support.

Optimistic Outcomes

David responded typically to our non-confrontational approach. Suspicious of our invitation to "play", he came anyway. Surprised by being listened to, he calmed down. Shocked by the question "What did you do right?", he did not blame or justify. Appreciated for his positive gains, he began to think of himself differently. Supported by our time together, he began to take responsibility and repair relationships. Perhaps most importantly, our reaction to his outbursts taught him to trust adults to help. He began seeking us out when he was overwhelmed or on-the-edge. Our responses to his disruptive behavior became the foundation for supportive counseling relationships, rather than the source of continued power struggles. With David, as with most multiple-risk children, the road to success was not paved with a single intervention or a short-term solution. But, this method dramatically diminished the harm done by prolonged and repeated public displays of disruptive behavior. ♦

Nina Shandler, Ed.D., is a licensed psychologist and school psychologist in Amherst, MA.

Teen Distress: Survey of High Achievers

The 27th Annual Survey of High Achievers (sampled from *Who's Who Among American High School Students*) revealed high levels of stress, depression and thoughts of suicide. Some findings:

- 26% have considered suicide (4% have attempted)
- Fights with parents (40%) and family problems (20%) were cited as reasons for considering suicide
- 51% report they always feel stressed; 15% report frequent or constant depression
- 56% report violence at their schools— with similar rates at rural, urban and suburban schools
- 20% blame drugs for the level of violence in their schools
- 33% believe that drug/alcohol use is the biggest problem at their high school
- 17% report that crime/violence is the biggest problem facing their generation
- 45% report that there is drug dealing at their schools
- 12% report they feel unsafe in their schools
- 13% report that they often or always feel angry
- 42% report that they save money for college; 19% report saving money for clothes ♦

For more information about this survey, call (202) 667-0901. Information provided by the National School Public Relations Association.

Position Statement

Employing School Psychologists for Comprehensive Service Delivery

The National Association of School Psychologists supports policies and practices which enhance the education of all students. NASP is concerned about staffing policies which are detrimental to the best interests of the child, family, and school system as a whole. During times of economic crisis and personnel shortages, school districts may consider alternatives to employing their own school psychologists, such as contracting out for services or general staff reductions. It is essential that administrators and policy-makers understand the nature and potential limitations of these options and the importance of maintaining professional standards in order to make cost-effective decisions which do not sacrifice the quality or availability of services to students.

Independent contracting for school psychological services includes a variety of arrangements, such as privatization and subcontracting through other public agencies. Some school districts have implemented contracts with agencies or individuals which shift the delivery of services from the public to the private sector, or may contract services through public cooperative (intermediate) units, or may supplant school-based services with "co-located" services of community agencies.

NASP ONLINE

PsychScapes Worldwide: http://www.mental-health.com

Search or post information to five databases:

1. Mental Health Workshops and Conferences Registry. Search by topics, locations, dates or speakers; about 6000 events are posted annually. You can also post workshop information. (Print version available, ten issues per year.)
2. The Therapist Information Network. Listing includes 1000 therapists currently. Search by therapist, specialty or location. You can also add yourself to the list.
3. Speakers Bureau. Listing of professionals available for speaking or training; you can also post your own data.
4. Products and Services Notebook. Information from companies who market to mental health professionals and consumers (books, financial products, self-help).
5. Employment and Career Opportunities.

Discussion groups are also available, with anonymous contributions or with name and e-mail address. This site is supported by advertisers. Information: (303) 333-9034; e-mail: *mntlhlth@netcom.com* (Dr. Len Loudis). ♦

NASP does not oppose the provision of comprehensive school psychological services through intermediate educational agencies. In fact, NASP recognizes that such units often represent the most viable means of ensuring appropriate services. However, NASP opposes independent contracting as a general practice if it compromises the delivery of comprehensive services as required by professional standards and federal law and if contracting supplants or decreases the availability of services delivered by district-employed school psychologists.

NASP's professional standards require that "employing agencies assure that school psychological services are provided in a coordinated, organized fashion, and are deployed in a manner which ensures the provision of a comprehensive continuum of services..."[1] In addition, the federal mandates of the Individuals with Disabilities Education Act (IDEA), formerly P.L. 94-142, require that the evaluation and placement of students with disabilities is comprehensive, multi-faceted, and determined by a multidisciplinary team. This process stresses the need for educational specialists to work with each other in the educational environment and to gather input from numerous sources, including observation of the student within the learning environment, consultation with school personnel regarding educational performance, consultation with parents, and individualized assessment of the student's skills.

Both NASP and the American Psychological Association recognize the specialized training in school psychology as different from the specialized training in other specialty areas, such as clinical and industrial psychology. The independent contractor who is not a trained school psychologist may be a skillful clinician, but lack essential knowledge, expertise, and experience to gather appropriate data in the school context and to facilitate a collaborative, comprehensive approach with the other members of the educational team.

School psychologists employed by school districts:

- offer cost-effective services including early prevention and intervention activities which can eliminate the need for many costly evaluations and placements;
- are readily available to school personnel and students in times of crisis;
- understand school issues from a systems perspective;
- are sufficiently familiar with the students, staff, legal requirements, and policies of the school system to provide support, consultation, and intervention where day-to-day knowledge is essential to communication and to defusing potentially dangerous or adversarial situations; and
- provide a wide range of services not easily or cheaply purchased via private contracts, such as reviews of records, consultation with parents and school personnel, ongoing systematic classroom observations, inservice training, program planning and evaluation, and participation on multidisciplinary teams.

Contractual services may be appropriate in limited circumstances in which an outside contractor supplements the regular ser-

Technical Assistance Team

by Lisa York

A school psychologist serving Du Page County, Illinois, coordinates a variety of psychological services as part of an Intervention Strategies Team (consisting of the school psychologist, 2 special education teachers and a speech therapist). The team provides staff development and technical assistance to both regular and special education staff as they develop programs and strategies allowing students to be educated within the least restrictive environment. Services provided are related to specific issues and students needs. For example, the school psychologist regularly meets with teachers to develop behavior management plans for individual students and provides follow up on consultation services to monitor and modify the program to meet students needs. In addition, the school psychologist provides in-service training to teachers on functional assessment of behavior to provide teachers with tools to use in the classroom. ♦

Lisa York is a school psychologist in Du Page County, IL.

Classroom Behavior Management

by Bernie Dheere

A school psychologist in Sac Country, Iowa, recently conducted an inservice training with teachers at an elementary school. In methods of managing and controlling classroom behaviors, especially with special education student feedback from the teachers about the quality of the inservice was unanimously positive.

The following week, a case was brought to the attention of the school psychologist concerning a young girl in the 2nd grade who had developed vocal nodules as a result of frequent and intense episodes of screaming. Her mother consulted with her classroom teacher as to what to do. The teacher suggested trying the same intervention techniques taught by the school psychologist during the inservice. Once the techniques were taught, refined and tried, the screaming stopped. Positive results were seen within a few days. ♦

Bernie Dheere is a school psychologist in Sac Country, Iowa

vices of the district's school psychologists or provides services which are otherwise unavailable or impractical. Such circumstances include:

- specific situations where specialized training and experience beyond what is typically available in the school district is required in order to provide appropriate service to the student or district, such as with low incidence disabilities or the provision of clinical home-based services through shared funding;
- situations where a very small district is unable to support the funding of a full-time psychologist and must seek an alternative arrangement such as contracting through an independent services provider; and
- situations where a personnel shortage creates a temporary need to obtain services from available sources such as private providers.

Any contractual agreement should meet the standards established by NASP (Standards for the Provision of School Psychological Services, 1992, Section 3.4, "Contractual Services") and follow the guidelines of the APA/NASP Inter-organizational Council[2], and ensure that:

- due process rights of students are upheld;
- the amount and quality of psychological services is increased, not decreased; and
- the agreement does not result in any loss of legitimate employee rights, benefits or wages.

Psychologists hired under independent contract to provide services in the schools should hold at least the same credentials and should be expected to practice within the same professional and ethical standards as school-employed psychologists.

The National Association of School Psychologists is committed to enhancing educational opportunities for all students through the organized delivery of comprehensive school-based psychological services. NASP further recognizes that such services can be delivered in a variety of ways without compromising the rights and needs of students. However, in most situations, the most cost-effective, professionally accountable services will be those delivered from employees within the school district.

NASP therefore urges school administrators and school board members to consider the legal, educational, and long-term financial ramifications of any shift of services away from the school district, and to seek more cost-effective models of service delivery which do not decrease the availability of school-based psychologists. We further urge school psychologists to work with administrators, collective bargaining units, and professional associations to help develop strategies for the delivery of cost-effective services which maintain their rights as employees and enhance educational outcomes for all students.

Finally, NASP urges school psychologists and other educators to empirically evaluate the cost-effectiveness of current and proposed models of service delivery and to establish ongoing program evaluation of all providers of school psychological services. ♦

[1] Standards for the Provision of School Psychological Services. National Association of School Psychologists, 1992.

[2] Guidelines: Contractual Services in School Psychology. Statement developed by the APA/NASP Inter-Organizational Council (IOC). Endorsed by the NASP Delegate Assembly, March 27, 1992.

Adopted by the NASP Delegate Assembly
April 18, 1993

Position Statement

School Violence

Children and youth are the victims of more crimes than any other age group in the United States today. Violence against children in any setting is disturbing; when it occurs at school, it is especially destructive, and swift action must be taken to ensure the safety of all students and the staff who care for them. The National Association of School Psychologists resolves to help rid America's schools of the destructive influences of violence in all its forms. This can be accomplished through prevention programs, through direct assistance to victims of school violence, through efforts to reduce the incidence of future violence by perpetrators, and through joining other community groups to sponsor anti-violence initiatives.

Violence in schools violates fundamental assumptions that society holds about the role of schooling in the lives of children and youth. When parents leave their sons and daughters at the schoolhouse door each day, they trust that their children will be cared for and safe. When violence occurs at school, this trust is broken in profound and permanent ways. For this reason, NASP believes that schools are rightfully held to a stricter standard than are other segments of society.

School violence threatens the physical, psychological, or emotional well-being of students and school staff. These threats may occur on school grounds or at school-sponsored activities, and they include but are not limited to physical assaults with and without weapons, bullying, and social isolation. To reduce school violence,

Continued on page 39

Resolution on Children and Violence in Media and Toys

The Executive Board of the National Association of School Psychologists recognizes that children observe a large number of violent acts in television programming, videotapes, toys electronic and video games, movies, and cartoons. Research supports that exposure to violence in media and toys can have a negative impact on children's learning and development and can lead to harmful consequences.

Therefore, the Executive Board of the National Association of School Psychologists resolves to:

a. Inform public policy makers, leaders in media and toy industries, parents educators, school psychologists and others of research on the potential negative consequences that violence in media and toys may have for children;

b. Support public policies which effectively address children's exposure to violence in media and toys;

c. Promote the development of policies and practices within media and toy industries which effectively address children's exposure to violence;

d. Assist parents, educators, school psychologists, and others with developing effective practices for (1) evaluation and monitoring children's exposure to violence in media and toys and (2) responding to the day-to-day impact that exposure to media and toy violence may have on children;

e. Encourage media and toy industries to produce more developmentally appropriate, non-violent media and toys which can have a positive impact on children's learning and development, and encourage children, parents, and others to consider selection of these media and toys instead of more violent media and toys; and

f. Work collaboratively with other professional and advocacy groups in the implementation of the practices described in this resolution. ♦

National Association of School Psychologists
Executive Board, January, 1994

Resolution on Children, Guns, and Other Weapons

The Executive Board of the National Association of School Psychologists recognizes that guns and other weapons can—and, unfortunately, often do—hurt children. Guns and other weapons injure and kill thousands of children in the United States each year, through acts of violence and accidents and when the guns and other weapons are used by children and adults. Guns and other weapons may result in psychological harm to children when their family members or friends are injured and killed. The increasing presence of guns and other weapons in schools and communities may create a threatening, hostile, and fearful climate which adversely affects children's psychological development and school learning.

Therefore, the Executive Board of the National Association of School Psychologists resolves to:

a. Support public policies on gun control which effectively address the potential physical and psychological harm that guns may cause for children;

b. Promote the development of policies and practices within schools and communities which effectively address the potential physical and psychological harm that guns and other weapons may cause for children;

c. Assist policy makers, community leaders, parents, educators, school psychologists, and others with creating safe environments for children and protecting the physical and psychological well-being of children; and

d. Work collaboratively with other professional and advocacy groups in the implementation of the practices described in this resolution. ♦

National Association of School Psychologists
Executive Board, January, 1994

■ School Violence... *from page 30*

schools must ensure that no harm comes to anyone on school campuses at any time. To achieve this goal, efforts must be made to reduce obvious aggressive and illegal behaviors as well as other behaviors that, while not illegal, may damage a student's development and negatively affect school climate.

Creating Safe Schools

Schools must maintain campuses that are safe and conducive to learning. NASP believes that efforts to create safe schools can take many forms. Essential actions include but are not limited to intervening with aggressive students, implementing victim support programs, establishing school-wide violence prevention programs, and improving school climate.

Intervening with aggressive students. As a result of public demands to respond punitively to threats of violence at school through "zero-tolerance" programs, schools often focus disciplinary actions on perpetrators of violence. Policies that focus only on catching and punishing violent behaviors fall far short of the goal of creating a safe school environment. As alternatives to practices such as corporal punishment and ceasing educational services, NASP promotes the use of positive methods of school discipline such as crisis intervention and the application of behavior management principles and strategies. Schools must also make efforts to modify the behavior of students who have engaged or are at risk of engaging in violent behavior. NASP strongly supports systematic efforts to teach social skills and self-control to children and youth as part of a school-wide plan to create a safe and healthy climate conducive to learning.

Implementing victim support programs. Meeting the needs of victims appears self-evident. However, survey data show that most schools respond to antisocial and aggressive behaviors through disciplinary action against the perpetrators, while neglecting to provide appropriate support and counseling for victims. Children who have been the victims of school violence perceive schools as failing to protect them, and as a result they may feel threatened and unsafe while at school. These children display many characteristics common to individuals with Post Traumatic Stress Disorder, including blocked learning and symptoms of serious emotional problems. NASP strongly supports the availability of counseling and recovery programs for victims of school violence.

Establishing school-wide violence prevention programs. NASP encourages the implementation of programs designed to teach peacemaking, peer mediation, and conflict resolution. Such programs are natural bridges between interventions that focus on individual change and those seeking to change the ecology of the school at the organizational level.

Improving school climate. A comprehensive program to reduce school violence includes efforts to affect the general climate of the school itself. Such programs may not focus on specific violent behaviors directly but seek to change the conditions that are, directly or indirectly, conducive to violent acts. Individualized instruction and remedial support where needed can reduce academic failure and frustration that may contribute to violence. Programs to decrease racism and other forms of intolerance, increase appreciation of diversity, and improve levels of trust can also decrease violence by creating a climate of acceptance and understanding and by improving the quality of the relationships among and between students and staff.

While school violence may engender a desire to discipline the aggressors harshly, NASP urges school personnel to temper disciplinary responses with efforts to promote cooperation, positive social skills, and peaceful means of resolving conflicts. Addressing school violence must go beyond increasing campus security and establishing procedures to apprehend and punish students who have violated school rules. A comprehensive campaign to end school violence must also encompass efforts to increase support, trust, and caring among students and staff.

Role of the School Psychologist

First and foremost, school psychologists can take a leadership role in encouraging schools to develop a comprehensive approach to violence reduction. School psychologists are trained to a) respond to crises spawned by violence; b) counsel victims; c) implement prevention and intervention programs designed to reduce aggressive behaviors among youths and others; and d) consult with school staff implementing social skills programs and other programs designed to teach peaceful ways to resolve conflicts. These are essential components of a comprehensive school safety plan.

Summary

NASP recognizes that violent acts, wherever they occur, have complex origins and consequences. Efforts to reduce violence at school, therefore, must be multi-faceted. A successful program will ensure the ongoing safety of all students and staff both by creating conditions that discourage violence and by responding quickly and effectively when violence occurs. To be truly comprehensive, however, a violence reduction program will seek to influence student attitudes toward violence, teach students and school staff effective conflict resolution skills, and work to create a climate that promotes tolerance and understanding among students and staff. Such a program will be most effective when blended within broader violence prevention efforts involving local law enforcement, juvenile probation, public health personnel, and other parent and community groups. When an entire community commits itself to reducing violence, the future health and well-being of its children and youth can only be enhanced. ♦

Adopted by the NASP Delegate Assembly, July 14, 1996.

For further information about NASP or the role of the school psychologist in preventing and intervening with school violence, contact NASP at 4340 East West Highway #402, Bethesda, MD 20814; or call: (301) 657-0270.

"As a society, we can't afford to let our children's mental health needs go unmet. Not when one in five children has a mental, emotional or behavioral problem; not when one in 20 children has serious emotional disturbance that impair their ability to function; and not when two-thirds of children with mental health problems are not even getting the help they need."

— DONNA SHALALA, U.S. HEALTH AND HUMAN SERVICES SECRETARY (MARCH 5, 1996)

What is a School Psychologist?

School psychologists are found in every school system in the nation. Over 24,000 in number, they are highly trained in education, mental health, child development and learning theory. They are problem solvers who, working with others, assist in changing environments, attitudes and systems to help children use their strengths to succeed in academic learning, social skills and citizenship. School psychologists coordinate and evaluate needs unique to individuals with special learning and behavior problems. They promote the use of research-based psychology theory to assist in curriculum, instruction and school reform. This is carried out through team problem solving; consultation; staff, teacher and parent training; research and evaluation; direct interventions; assessment; referral and case management in collaboration with other pupil services professionals, such as school social workers, counselors and others.

About NASP

The National Association of School Psychologists represents over 19,000 school psychologists and related professionals throughout the United States and in 25 foreign countries. Founded in 1969, it is the world's largest organization of school psychologists.

NASP serves its members and society by:

- Promoting the rights, welfare, education and mental health of children and youth; and
- Advancing the profession of school psychology.

This is accomplished through education, service, research and policy development. NASP credentials school psychologists through its Nationally Certified School Psychologist (NCSP) program and is a leading publisher of books for school psychologists, parents and educational professionals. Every year it holds an annual convention that is the world's largest gathering of school psychologists.

For more information about NASP, complete and return the response form below.

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